DOCUMENT RESUME

ED 192 495 EC 130 157

AUTHOR Gordon, Peter: Ashcroft, S. C.
TITLE Comprehensive Service Delivery Training: Multi-handicapped, Visually Impaired Children. Final Report.
INSTITUTION George Peabody Coll. for Teachers, Nashville, Tenn.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
BUREAU NO 451AH60754
PUB DATE [79]
CONTRACT G007601958
NOTE 229p.: Best copy available.

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Inservice Teacher Education: *Multiple Disabilities: Program Descriptions: Program Evaluation: *Teacher Education: *Teaching Skills: *Visual Impairments
IDENTIFIERS Project SERVE

ABSTRACT

The final report analyzes the achievements of Project SERVE, a training program for teachers of multiply handicapped/visually impaired students. The two basic objectives were (1) to prepare teachers who have demonstrated both generic teaching competencies as well as skills related to the target population: and (2) to produce teachers who have experience in a wide range of service delivery systems. The first section of the report describes the project's objectives, core training procedures, and specific practica and seminars. A second section evaluates the project's educational significance in such terms as a summary of student encounters in field settings, basic roles graduates are prepared to fill, number of personnel prepared, and contributions to research. Three final sections address project design, program evaluation, and the project's inservice component. Seven appendixes comprise nearly one half the document, and include information on competency goals, core didactics, and field application requirements. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192495

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Final Report

Comprehensive Service Delivery Training: Multi-handicapped, Visually Impaired Children

Contract #G007601958
Project #451AH60754

Peter Gordon
Pete Gordon
Project Manager

S C Ashcroft
S. C. Ashcroft
Project Director

EC 130157

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
P. Gordon
S.C. Ashcraft
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Table of Contents

Page

- Executive Summary 1
- Project Description 4
  - Project SERVE - Objectives and Description 5
  - Organization of Core Training Procedures 6
  - Project SERVE - Specific Didactics 7
    - Multi-Handicapped Institute 7
    - Mobility Seminar 19
    - Field Application and Practicum Experiences 19
    - Supervision of Practicum Experiences 22
- Educational Significance 25
  - Preservice - Descriptions of Practicum Sites 26
  - Site Descriptions - Fall 26
  - Site Descriptions - Spring 29
  - Curriculum Sites 30
  - Summary of Student Encounters in Field Settings 33
  - Basic Roles Graduates are Prepared to Fill 35
  - Competencies Attained by Graduates 36
    - Competency Demonstration -- Conceptual Level 36
    - Direct Teaching Competencies 36
  - Number of Personnel Prepared 38
  - Inservice Focus Shift 40
    - Contributions of Project Graduates 41
  - Project Impact on Other Programs 43
    - Direct Service 43
  - Contribution to Local Federally Funded Grants 43
  - Contribution to Research 46
  - Contribution to Voluntary Service Agencies 45
  - Presentations 46
- Project Design 48
  - Summary of Project Accomplishments 49
  - Modification in Staff Roles 51
  - Re-Definition of the Role of Preservice Manager 52
  - Dissemination 53
- Program Evaluation 54
  - Evaluation of Direct Teaching Competencies 55
  - Data Collection Procedures 58
  - Summary 71
  - Teacher's Evaluation of Student Direct Teaching Skills 77
  - Pretest-Postest Scores 79
  - Didactic Presentations and Products - SE 352 79

Page

Inservice Component 83

Description of Project Change Paraprofessional Inservice Training 84
Role of Project SERVE Inservice Component 84
Project SERVE Inservice Accomplishments 85
Evaluation of Inservice Component 88

Appendices 98

A. Core Didactics and Field Application Requirements . 99
B. SERC Overview, Graduate Institute, and Externship Report 108
    1. SERC Overview and Graduate Institute 109
    2. Externship Report 112
C. Current Revised Program of Studies 117
D. Competency Goals 124
    1. Generic Master's Core Instructional Program Competencies 125
    2. Revised Specialized Competency Goals by Field Experience Stations 131
    3. BEH Interface 141
E. Coordinating Services for Handicapped at George Peabody College for Teachers 150
F. Red Cross Workshop on Handicapping Conditions for Adapted Aquatics 160
G. Multidisciplinary Vocabulary Test Form 169

Executive Summary

Project SERVE, an innovative training program for teachers of the multi-handicapped/visually impaired has completed its third and final year of federally supported operation. The project was originally conceived as a model program for preparing teachers of this population to serve in rural areas in relative isolation from needed auxiliary services. The project was designed to reduce the additional burden of locating or devising services for this complex population of children, a burden not normally expected to be carried by a teacher. The preparation program incorporated attainment of generic teaching competencies to be applied specifically to the severely multi-handicapped/visually impaired, as well as requiring a unique rotation through a gamut of practicum experiences designed to familiarize trainees with widely diverse children of all ages and handicapping conditions, as well as various service delivery systems and teacher and administrative roles; Project SERVE has successfully prepared eighteen preservice teachers and reached numerous teachers and paraprofessional aides through an in-service component during the academic years 1976-77 to 1978-79.

The modified program for 1978-79 included the incorporation of the BLOC Grant, Field-Based Training Program to ensure the attainment of generic teaching competencies by all trainees. In addition to fulfilling the obligations for which the special project was federally funded, local and regional contributions of the program for the year 1978-79 include: (1) Direct service to staff and clients of a number of schools and service agencies through contributed field-work hours, innovative teacher made materials, and consultative services, (2) services to other federally funded projects through assistance contributed by SERVE trainees including training, research, and service projects in special education, (3) two studies to Current Research at Peabody, (4) voluntary services to agencies including Adapted Aquatics, Advocacy for Retarded Citizens, and the Cerebral Palsy Clinic at Vanderbilt University Hospital, and (5) Dissemination of Information in-service, campus wide presentations and publication.

Evidence from the three Special-Project years of SERVE indicate the success of the program in preparing teachers for severely, multiply, and visually impaired children through unique combinations of course work and didactic activities and through diverse practicum and field work experiences. The ultimate success of such a program is behavioral change in the children who constitute the target population for the program. As indicated in this final report, data on child change during the training phase seems cause for optimism that such change will characterize the actual programs staffed by SERVE students in the field.

Another significant indicator of the success of the program is its continuation as an integral part of the larger program of Personnel Preparation for the Visually Handicapped (PPVH) of Peabody College of Vanderbilt University. SERVE program plans were incorporated in the PPVH proposal and approved for funding by the Division of Personnel Preparation of the Bureau of Education for the Handicapped. Thus, what has been successfully demonstrated as a special project from 1976-79 will be integrated into the subsequent PPVH program beginning in the fall of 1979-80 school year.

PROJECT DESCRIPTION

Project SERVE - Objectives and Description

The primary objective of Project SERVE is to prepare competent teachers of children who are severely multi-handicapped/ visually impaired. In order to accomplish this goal, the project has incorporated two distinct objectives: (1) to prepare teachers who have demonstrated both generic teaching competencies as well as skills related to this particular target population, and, (2) to produce teachers who have experience in a wide range of service delivery systems.

The first objective, that of insuring that each trainee has acquired generic teaching competencies that may be applied with modification to the targeted population, has been accomplished by merging the SERVE program with the BLOC Grant Field-Based Program of George Peabody College for Teachers. The BLOC Grant is an established teacher-training program which requires trainees to meet a set of generic teaching competencies and to demonstrate their application in the field. By incorporating this program as an integral part of the SERVE program, each trainee has attained a specific set of generic teaching competencies that are clearly defined and measureable. Demonstration of these competencies was achieved through didactic measures, illustration in respective field placements, and measured changes in performance of handicapped pupils.

Organization of Core Training Procedures

The "core program" consisted of two closely related courses plus practica: Educational Procedures in Special Education (S.E. 311) and Instructional Application of Applied Behavior Analysis (S.E. 321). What follows is a brief overview of the training procedures.

The goals of S.E. 311 (the Instructional Technology course) were divided into four major sections: skill development in task analysis, and instructional program development. These skills were developed in a three step sequence. First, trainees participated in a series of class presentations and completed outside readings. Second, trainees participated in class simulations to give them practice in the use of these skills. Third, trainees used these skills in their field site placements.

The second course, S.E. 321 (Instructional Applications of Applied Behavior Analysis) focused on: (a) building knowledge regarding principles of applied behavior analysis, (b) developing skills in critically reading research literature, (c) practice in a variety of direct teaching tactics and formats. The three-step approach to competency attainment was again employed in this course. Trainees first completed outside readings and participated in class discussions regarding research literature and the principles of applied behavior analysis. Then trainees completed a series of simulated activities which provided practice in each of the observation and direct teaching formats. Simulation training focused on anecdotal recording, frequency recording, and interval recording procedures. Video tape samples of teacher-child behaviors were often used to assist trainees in reaching interrater agreement criteria for their observational procedures. Trainees also met criteria in teaching simulated one-to-one sessions, group-individualized sessions, and small group sessions.

Field applications of these skills included: (a) pinpointing and identifying target behavior, (b) collecting observational data to a predetermined level of interobserver agreement, (c) specifying appropriate consequences and schedules of consequences, (d) conducting direct instruction (using several tactics) in each of the formats, and (e) designing, implementing, and reporting the results of the teaching programs.

Project SERVE - Specific Didactics

Multi-Handicapped Institute

In addition to the "core program," a course for Project SERVE trainees ensured the development of skills which related specifically to the multi-handicapped/visually impaired. This course offered trainees an opportunity to direct the competencies attained to the targeted population.

S.E. 352 functioned both as a weekly contact for the pre-service trainees, as well as a source of information relevant to issues and trends in the field of special education and in particular with reference to the multiply handicapped/visually impaired.

In addition to the provision of a seminar format in which trainees could relate individual experiences and problems which developed through their practicum settings, this course offered a variety of related experiences through guest speakers currently operating within the field. For particular reference, see the course syllabus and schedule of classes, which follow. Tables 1 and 2 provide specification of activities for each seminar. Of special interest was a two-week modular seminar in mobility training which was conducted by Mr. Michael Corbett, a Peabody faculty member specializing within this area. This seminar was held at the beginning of the first semester. In addition, two classes were utilized as testing/training seminars for evaluation of workshop materials developed by the combined Project CHANGE/Project SERVE (In-Service Component) for the training of paraprofessionals in the use of graduated guidance techniques for teaching severely retarded individuals self-help skills. Other materials introduced through this course were a series of six module packets developed by Dr. R. DuBose to provide information in the areas of motor, cognitive, language, self-help, and reading. SERVE students completed pre- and postests as validation of the effectiveness of these modules. Because these packets will be disseminated, SERVE students provided a valuable service in the preparation of these materials as well as having the opportunity to gain insight from the materials in terms of normal and atypical development. Three field trips at the beginning of the semester to Clover Bottom Developmental Center, Tennessee School for the Blind, and Harris-Hillman Elementary School, provided SERVE students with an awareness of services provided for different handicapping conditions within the Nashville

Metropolitan area, as well as an opportunity to view perspective practicum sites before selecting their Fall placement.

S.E. 352 provided a wide variety of experiences to serve as resource for Pre-service trainees during the fall semester.

Course Schedule and Requirements
Special Education 352

COURSE DESCRIPTION: Multi-Handicapped Institute. For school and institutional personnel who serve multi-impaired children. The institute develops competencies in specialized intervention and management of severely handicapped multi-impaired groups. Special applications in diverse field setting afforded. May be repeated once for credit. Permission of Instructor required. Two hours.

TIME: Tuesdays, 4:00 - 6:00 P.M. and times to be arranged. Payne 204.

INSTRUCTORS: Dr. S. C. Ashcroft, Mr. P. A. Gordon, and others.

TEXT: Educational Programming for the Severely and Profoundly Handicapped. Sontag, E. (ed.) Special Publication of the Division of Mental Retardation, Council for Exceptional Children, 1977.

COURSE REQUIREMENTS (Fall):

1. Regular attendance and participation.
2. Keep accurate records of direct child contact time and a log of practicum experiences.
3. Each student is required to complete a project, the equivalent of a 10-20 page paper. The project can be of any type relevant to preparation for work with severely, multiply, visually impaired children. The project must have prior approval by the instructor.
4. Plan to present in class teaching "best practices" methods, techniques, or media identified in the practicum station.
5. Develop a hypothetical problem involving a parent, paraprofessional, volunteer, or other discipline (i.e., physical therapist, speech therapist, MD, etc.) and present a problem-solving, role-playing session.
6. Become familiar with a multi-disciplinary professional vocabulary, and demonstrate improvement in Pretest-Postest performance.

Course Requirements (Spring):

1. Regular attendance and participation.
2. Participation in In-Service (Project CHANGE/Project SERVE) evaluation of workshop materials.
3. Participation in evaluation of Project TEMPO's grant application to modify existing barriers to accessibility for the handicapped student at Peabody.
4. One short issue paper (approximately 6 pages) with references from the literature. Topics may be selected from course readings and class presentations.

Table 1

SE 352 - Class Schedule - Fall

Date	Presenter(s)	Topic	Format
9/5/79	Ms. Ann Riall (Project SERVE Manager 1976-78) Dr. Micheal Corbett	Historical Overview of Project SERVE Introduction to Mobility Seminar (Scheduled 9/11-9/22)	Lecture Lecture-Workshop Handouts
9/12/78	Dr. S. C. Ashcroft Mr. P. A. Gordon	Task Analytic Procedures with Mentally Retarded Students BEH Funding Sources - Project SERVE in Context of Special Project Grants/Personnel Preparation	Film by Marc Gold "Try Another Way" Lecture
9/19/79	Ms. Debbie Giese (In-Service Manager Project SERVE, 1978-79) Staff of Project CHANGE	Graduate Guidance Program in Self-Help Skills - Teaching Method with Mentally Retarded (Modules 1 & 2)	Workshop
9/26/79	Ms. Debbie Giese (In-Service Manager Project SERVE, 1978-79) Staff of Project CHANGE	Graduate Guidance Program in Self-Help Skills - Teaching Method with Mentally Retarded (Modules 3 & 4)	

Table 1

SE 352 - Class Schedule - Fall
(Continued)

Date	Presenter(s)	Topic	Format
10/3/78	Mr. P. A. Gordon	"Handicapism" Orientation to the Special Education Resource System (SERS)	Slide Presentation
	Dr. S. C. Ashcroft Mr. P. A. Gordon	Perspectives on various handicaps and the multiply handicapped child in society	Discussion
10/10/78	Ms. Alice Noel (Assistant Principal Harris-Hillman Elementary School)	"Positioning, Handling and Feeding the Severely Physically Handicapped Child"	Slide Presentation
	Ms. Beth Langley, MS Special Education Faculty, Peabody College for Teachers	Resources or Sources of instructional materials, programming literature and teacher made materials for the severely involved and visually handicapped child	Lecture
10/17/79	Ms. Pat Kinloch Coordinator of Special Education Services, Metro Nashville Public Schools (District)	P.L. 94-142 - Its Implications, Mainstreaming, Least Restrictive Environment, IEP's, HEP's	Lecture & Discussion

Table 1

SE 352 - Class Schedule - Fall
(Continued)

Date	Presenter(s)	Topic	Format
10/24/78	Mr. Charles Schoenbradt Director of Safety Services American Red Cross Society	Emergency First Aide Procedures Adapted Aquatics Program	Lecture
10/31/78	Ms. Cynthia Langford Project Manager Davidson County Handicapped Leisure Project	Teaching within the Institutional Setting	Lecture
11/7/78	Ms. Judy Davis Teacher - Model Vision Project (1975-78)	Instruction of the Infant-Toddler with Visual Impairment	Lecture
11/14/78	Ms. Peggy Pasbach Project Manager, Project SERC (Southeastern Regional Coalition for Personnel Preparation to Work with the Severely Profoundly Handicapped)	Planning for the Consortium Conference in Atlanta in March as well as application for Externships	Discussion
	Trainee 4 (SERVE trainee)	Sex Education for the Handicapped	Trainee Presentation
	Trainee 2 (SERVE trainee)	Positioning Cerebral Palsied	Trainee Presentation

Table 1

SE 352 - Class Schedule - Fall
(Continued)

Date	Presenter(s)	Topic	Format
11/21/78	Trainee 5 (SERVE trainee presentation)	Braille	
	Trainee 1 (SERVE trainee presentation)	Environmental Cues for the Blind	
11/28/78	Trainee 2	CP Clinics	
	Trainee 1	Task Analysis	
12/5/78	Trainee 3	Signing for Mentally Retarded	
	Trainee 5	Sources of Information for Parents	
	Trainee 4	Advocacy for the Retarded	

Table 2

SE 352 - Class Schedule - Spring

Date	Presenter(s)	Topic	Format	Readings
1/18/79	Dr. S. C. Ashcroft Mr. P. A. Gordon Ms. Candy Cavillaro	Introduction Course Plans & Requirements Request for data collectors in research		Sontag p. 3-14
1/25/79	Mr. P. A. Gordon	Community Reintegration of the Severely/Profoundly Handicapped: Implications for Children with Visual Impairment	Class Discussion	Sontag p. 17-57
2/1/79	Dr. A. Baumeister Psychology Faculty Director, Institute on Mental Retardation and Intellecual Development	De-Institutionalization as the Partlow Case and Subsequent Litigation	Campus and Community-wide Seminar	The Motion for Modification submitted by State of Alabama -Defendents -Civil Action No. 3195-N (Reprint)

Table 2

SE 352 - Class Schedule - Spring
(Continued)

Date	Presenter(s)	Topic	Format	Readings
2/8/79	Dr. S. C. Ashcroft Mr. P. A. Gordon	Family Involvement: Research & Implications for Children with Visual Impairments	Lecture & Discussion	Sontag p. 61-83
2/15/79	Ms. Liz Altieri Model Vision Project	The Educational Team -Roles & Training Overview of three years of Model Vision Project	Lecture Handouts	p. 391-464
2/23/79	Dr. S. C. Ashcroft Mr. P. A. Gordon	Rural & Sparsely Populated Areas; Adult Populations	Lecture & Discussion	p. 87-110 p. 111-152
3/1/79	Ms. Debbie Giese and Staff of Project Change	Graduated Guidance (Revised)	Presentation of Modules on Tape	

Table 2

SE 352 - Class Schedule - Spring
(Continued)

Date	Presenter(s)	Topic	Format	Readings
3/15/29	Dr. Natalie Barraga University of Texas at Austin	Overview of 3 1/2 year project for visually impaired	Campus-wide Lecture	
3/22/79	Dr. Robert Innes	Consultation - Three Models: Process - Lippit; Individual - Caplan; Power - Political - Elinsky	Lecture	
3/29/79		SERC Graduate Institute March 29-31, Atlanta	Conference	
4/5/79	Dr. Rebecca DuBose	Multi-disciplinary teams	Simulation	
4/12/69	Trainee 4 (SERVE trainee) Trainee 5 (SERVE trainee)	Report of experiences at SERC Externship in Alabama Report of presentation Red Cross Adapted Aquaticx In-service Workshop	Student Presentation Student Presentation	

Table 2

SE 352 - Class Schedule - Spring
(Continued)

Date	Presenter(s)	Topic	Format	Readings
4/19/79	Dr. S. C. Ashcroft Mr. P. A. Gordon	Wrap-Up Post-test	Class Participation	

Mobility Seminar

The entire population of the Model Vision Project home or school sponsored training programs, their teachers, and the mobility technician at Cloverbottom Developmental Center, are served by one mobility instructor. This is possible because few children of this severely multi-impaired group are ready for cane travel: due to the functioning levels of these pupils, the service is therefore essentially indirect. The consequent demand places a grave responsibility on teachers in daily contact with these children.

An intensive two-week seminar was conducted for one hour each day to provide SERVE trainees with a basic introduction to orientation and mobility for the blind. Mr. Michael Corbett, Project Coordinator - Model Vision, provided a series of functional pre-cane techniques. As well as providing information through lecture and handout materials; SERVE trainees were afforded daily opportunities to simulate blind students and enact each aspect of training. This provided to be a valuable first-hand experience for all participants.

Field Application and Practicum Experiences

BLOC Grant trainees typically complete training in one site during each of the fall and spring semesters. Almost all trainees meet the competencies within the fall semester, and are offered a change of practicum for the spring. SERVE trainees, however, remained in one site for the fall semester, and completed all requirements. In the spring, they began rotation of practica in keeping with the rationale of the SERVE program.

An assumption is made that teachers of a low incidence population will often be isolated from ancillary services, many times in rural areas, and are thereby conscripted into either providing such services themselves, or influencing the development of these services in the community. Therefore, such teachers need not only skills in direct teaching, but also they need to be exposed to a broad range of service delivery systems including: parent training, mobility instruction, school administration, various residential facilities, vocational habilitation, early intervention programs, medical facilities, and public school programs.

In order to accomplish this, Project SERVE participants have, in the past two years, rotated through eight practicum sites. During the academic year, 1978-79, the format was altered slightly to place a stronger emphasis upon teaching competencies before the typical rotation was involved in the spring. This was accomplished by placing SERVE students in one practicum site during the Fall semester. Rotation of practica in the Spring included: (1) Harris-Hillman Elementary School; (2) the Infant and Toddler classroom of the Kennedy Center Experimental School; (3) Metro Public School Administration; (4) Vocational Rehabilitation and Group Home for TMR; (5) Cerebral Palsy Clinic - Vanderbilt Hospital; and (6) Robertson Academy - Parent Program.

During the spring semester, each SERVE preservice teacher completed a minimum of five practica. The rotation system is presented in Table B.

TABLE B

SPRING PRACTICUM SCHEDULE

Trainee 2	Robertson Jan 15-26	Tenn. School for Blind Jan 29-Feb. 16	Metro Feb. 19-Mar. 2	March 4-12 SPRING BREAK	Rochelle Home 2, Inc. Mar. 12-Mar.30	Exp. School Apr. 1-Apr.20
Trainee 3	Exp. School Jan. 15 - Feb. 2	Administrat. Harris-Hillman Feb. 5-16	CP Clinic Feb. 19- Mar. 2		Tenn. School for Blind Mar. 12-Mar.30	Rochelle, Home 2 Apr. 1-Apr. 20
Trainee 6	Tenn. School for Blind Jan. 15-Feb 2	Metro Feb. 5-16	Robertson Feb. 19-Mar. 2		Exp. School Mar. 12-Mar.30	Rochelle, Home 2 Apr. 1-Apr. 20
Trainee 4	Rochelle, Home 2 Jan 15-Feb.2	CP Clinic Feb. 5-16	SERC Feb. 19-23	CP Clinic Feb. 26-Mar.6	Exp. School Mar. 12-Mar.30	Tenn.School for Blind Apr. 1-Apr.30
Trainee 5	Harris-Hillman (direct teach) Jan. 15-Feb. 2	Robertson Feb. 5-16	Harris-Hillman (Administrat) Feb. 19 - Mar.2		Rochelle, Home 2 Mar. 12-Mar.30	Exp. School Apr. 1-Apr. 20

Supervision of Practicum Experiences

Appendix A presents the requirements for completion of SE 311, and SE 321.

To assist trainees in meeting the requirements of field application and to aid in the evaluation of field work a supervisor was employed. The Pre-service Project SERVE manager, a graduate of the Field-Based program, served as Supervisor for SERVE students. During each semester, the supervisor met with the trainees for approximately two hours each week. The purpose of these meetings (both on campus and in the field) was threefold: (1) to verify the use of competencies by trainees, (2) to assist trainees in meeting the competencies, and (3) to provide feedback to the course instructors regarding trainee's accomplishments and difficulties in applying the competencies. Their direct observation was for the purpose of verifying the teaching plans.

Before the implementation of any teaching program, the trainee was required to present his analysis of the behavior, identification of a suitable terminal objective, and selection of a reliable data collection procedure to the field work supervisor. The supervisor either made suggestions for changes or approved the proposal which was then submitted to the appropriate professor involved in the didactic instruction. During implementation, the supervisor verified (through direct observation of teaching procedures used) that the trainee was in fact following the specified teaching plan. In addition, the supervisor checked the child performance data for accuracy of reporting (including reliability statements of the child's performance). Attainment of specific competencies was accomplished by all five pre-service teachers, as shown in Tables 5 & 6 of the Evaluation Section.

During the spring semester, requirements for SERVE trainees were specified by the Pre-service Manager. Application of learned competencies in direct teaching sites, as well as permanent products, were required for completion of the practicum. A negotiated permanent product may have been a consultation, a seminar outline, research review, or any product which met a need of the agency or supervising staff.

Practicum Requirements

Spring Semester

The following is a list of practicum requirements for SERVE students given at the beginning of the spring semester.

A minimum of five products (one per site) are required for minimal graduate work. Of these, at least three must be direct teaching programs. The other two may be permanent products negotiable at outset. In addition, submit weekly time-logs to provide a record of practicum activities.

Required Programs are:

I Direct Teaching Program (Free Choice)
II Direct Teaching Program (Free Choice)
III Vocational Generalization - Staff Training
IV Parent Program (Consultation) or Negotiated Produce
V Administrative - Negotiated Product

Each direct teaching product, whether a consultation or instructional format, must have:

1. Approval Forms
2. Practicum Plan I
3. Practicum Plan II
4. Three successive data points toward student mastery or Three successive data points of trainee observation by supervisor(s).

Permanent Products will be negotiated, but will require approved forms.

A 6th product may be negotiated for a grade of excellence.

EDUCATIONAL SIGNIFICANCE

Educational Significance

Preservice - Descriptions of Practicum Sites

Because all of the preservice students in this program were graduate level students, they were expected to provide substantial assistance to classroom teachers with whom they were placed. Evaluation feedback to date indicates that this was indeed a realistic appraisal of the nature of the practicum student role within the classroom.

During Year Three, preservice participants provided direct ancillary services to children in the following practica: Infant and Toddler; Harris-Hillman School; Tennessee School for the Blind; and, Rochelle/Home 2 - Step 2. Numbers and types of children served at each practicum site are included in the description which follows.

Site Descriptions - Fall

Two principal sites were selected to serve as practicum sites for Project SERVE students for the fall semester. These were: Harris-Hillman Elementary School and the Tennessee School for the Blind.

Harris-Hillman Elementary School. Located about a mile from Peabody campus, Harris-Hillman Elementary School is a special education school in the Metro Public School system. The school serves approximately 190 multi-handicapped children whose ages range from infant to twenty-one. Handicaps range from mild CP involvement to severe and profound mental retardation. The facility is modular in design, which allows for departmentalization and self-contained group structures. The teacher-pupil ratio is 1:10. Many of the youngsters who attend this school are being bused from residential centers for the mentally retarded as a major thrust toward normalization.

Four SERVE trainees completed semester practica in classes here, and Trainee 6 , who entered SERVE for the spring semester, had completed her field-based training at this site also. Descriptions of class placement for these students are listed in Table 2.

Tennessee School for the Blind. Located approximately 20 miles from campus in Donelson, Tennessee, this residential school provides services to children and youth 5 - 21 who are visually-impaired or blind. Limited facilities for the multi-handicapped and more severely involved child are provided.

Trainee 5 completed her fall semster at this site.

Table 2

Fall Practicum Placement Demographic Description

Harris-Hillman

Student	Cooperating Teacher	Children		Handicap
		No.	Age	
Trainee 1	Robin Caple	10	Adolescent	de-institutionalized SMR, MH, VI
Trainee 2	Laura Goin	10	4 - 10	SMH, PMH, VI
Trainee 3	Terry Johnson	10	Adolescent 15 - 21	de-institutionalized SMR, all VI, 1 Blind
Trainee 6	Marianne Armbruster	10	10 - 16	SMR, SMH, VI, 2 Blind
Trainee 4	Medora Maney Alice Wershing	10 10	Adolescent Adolescent	Mild to Mod. MH, VI SMH, PMR

Tennessee School for the Blind

Trainee 5	Elaine Brown	4	Adolescent 13 - 21	Deaf-Blind Moderate MR

Site Descripitons - Spring

Seven practicum sites were utilized during the spring semester. Each preservice teacher was rotated through a minimum of five sites and spent either two or three weeks at each site depending on whether it was an auxilliary site or a direct teaching site, respectively.

Two of the direct teaching sites have been described previously: Harris-Hillman Elementary School and the Tennessee School for the Blind.

The other two direct teaching sites were the Experimental School (Infant and Toddler classes) and a combined Rochelle/Home 2, Step 2 practicum.

Experimental School - Infant and Toddler Classrooms. The Experimental School is an eight classroom, special studies unit of the Kennedy Center located in the Mental Retardation Laboratory on the campus of George Peabody College for Teachers.

The facility is designed for research studies in the area of mental retardation and related aspects of human development requiring classroom facilities. Currently the center offers educational and day care services for children (ages 0 - 4 years); provides practicum and teacher training opportunities for students; and serves as a demonstration site for persons interested in programs for infant-preschool children. The educational programs provide information, training, and social services for parents to help them become better teachers of their children.

Rochelle/Home 2, Step 2. Rochelle Center is a vocational training center for trainable level retarded adults. Serving as a sheltered workshop, it provides an opportunity for handicapped persons to become independent or semi-independent through adult activities, work activities and evaluation and training. It is located about 1 mile from Peabody Campus.

Home Two, Step 2 is a privately operated group home for de-institutionalized retarded or physically handicapped individuals 18 years of age or over. It serves 18 - 20 persons and is located next door to the Rochelle Center where many of its residents work.

The purpose of this practicum was to strengthen the liaison between the two sites through staff training and programming for mutual clients.

All five preservice teachers completed practicums there, working with a retarded adult in both sites, and a staff member from each site.

Curriculum Sites

Metro Nashville/Davidson County Public Schools. A two-week module designed to work with Ms. Pat Kinlock, one of the Coordinators of Special Education Services with Metro Public Schools. Two SERVE trainees participated: Trainee 6 and Trainee 2.

Harris-Hillman Elementary School Administration. A two-week module designed to work with Ms. Alice Noel, Assistant Principal of Harris-Hillman Elementary School. Two trainees participated: Trainee 3 and Trainee 5.

Robertson Academy. A two-week parent counseling practicum designed to work with Ms. Elaine Sasser who coordinates a federally funded grant to work with parents within the Metro School system.

Three trainees participated: Trainee 2, Trainee 5, and Trainee 6 .

Cerebral Palsy Clinic. A two-week practicum designed to work with Carole Moore, Coordinator of the Preschool Program and CP Clinic at Vanderbilt Hospital participated: Trainee 4 and Trainee 3. Familiarization with the medical model, and clinical parent work were major characteristics of this site. Trainee 4 stayed for three weeks and spent the fourth in the SERC sponsored visit to the program of the Alabama University. (See Appendix B, Section 2.)

Table 3

Tennessee School for the Blind (Previously described)

Student	Cooperating Teacher	Children		Handicap
		No.	Age	
Trainee 2	Carol Weis	3	6 - 10	SMR, DB
Trainee 4	Carol Weis	3	6 - 10	SMR, DB
Trainee 6	Melody Zerbilis	3	8 - 11	SMR, DB, 1 VI
Trainee 3	Elaine Brown	4	Adolescent 13 - 21	DB, Mod. MR

Harris-Hillman Elementary School (Previously described)

Trainee 5	Terry Johnson	10	Adolescent 13 - 21	de-institutionalized SMR, all VI, 1 Blind

Infant/Toddler

Trainee 5 Trainee 6	Infant Pam Pavisar	30	0 - 36 mo.	0 - 14 (dev. quot.)
Trainee 3 Trainee 4 Trainee 2	Toddler Debbie Sprigs	20	19 - 40 mo.	wide range dev. ability, mild to moderate

Summary of Student Encounters in Field Settings

Children of various ages and a wide range of primary handicapping conditions attend the classes and sites utilized by the project for practicum purposes.

As can be seen from Table 3, children with visual handicaps are represented in all direct teaching sites used.

Table 4 is a matrix to display the comprehensive range of preservice direct student contact throughout fall and spring, Year Three. The matrix is a composite of minimal encounter by age range and other primary handicapping conditions.

Absence of exposure to infants below 12 months of age with mild MR is representative principally of the difficulty in diagnosing this population. Also, speech and/or language impairment are not indicated at this early age level because they would be predictive measures rather than ones requiring immediate intervention.

Table 4

Preservice Participant Student Encounters in Field Settings by Other Primary Handicapping Conditions and Age

Primary Handicapping Condition Other than Vision Impairment	0-1	2-5	6-10	11-14	15-21
Mild MR		▨	▨	▨	▨
S/P MR	▨	▨	▨	▨	▨
Aud. Impaired	▨	▨	▨	▨	▨
Speech &/or Lang. Impaired		▨	▨	▨	▨
Physically Limited	▨	▨	▨	▨	▨

▨ Encounter with one or more children having handicapping condition indicated.

Basic Roles Graduates are Prepared to Fill

Teachers prepared in the Preservice Component have been broadly trained to initiate and conduct classrooms or community-wide services for SH, MH, VI children of any age from birth to age 21. They have been trained to provide comprehensive services in the likely absence of a full complement of allied personnel. They are also prepared to work constructively within an inter-disciplinary system. The training program recognizes that teachers of the SH, MH, VI are meeting new and unique needs in the public schools due to the implementation of P.L. 94-142. They are, therefore, prepared on many levels, and have acquired skills not traditionally demanded of a classroom teacher. For this reason, their practicum experiences included consideration of administrative alternatives in addition to comprehensive training in various teaching techniques. Graduates of the innovative training grant are aware of their advocacy/program manager roles since often they become the central figures in coordinating activities of other professionals dealing with a particular child.

Each trainee has articulated individualized professional goals, and each program of studies has been personalized to help the students attain those goals within the conceptual framework of the innovative training grant. (See Appendix C - Current Revised Program of Studies). These goals include establishing service delivery systems, teaching in rural and urban public schools, providing consultative service on community and state wide levels, and parent and teacher training.

Competencies Attained by Graduates

Competency Demonstration--Conceptual Level

Preservice trainees have demonstrated program conceptual competencies principally through application in relevant coursework assignments. While effective field behaviors are naturally predicated on sound conceptualization of issues, needs, procedures, methods, and materials used on a day-to-day basis, they have been isolated for training, discussion, and field simulation throughout all coursework, but particularly, the contact seminar, S.E. 352--Multi-handicapped Institute. This course is conducted throughout each of the two consecutive semesters of a program year.

Seminar assignments have systematically dealt with all competencies, as restated in the Bureau of Education for the Handicapped severely handicapped program criteria interface with original training project site-by-site competency goals listings. Generic master's core instructional program competencies were realized in the fall (See Appendix D, Section 1). The revised specialized competency goals by field experience stations are included in Appendix D, Section 2. The subsequent interface with BEH criteria is also appended (Appendix D, Section 3).

Direct Teaching Competencies

Field-Based competencies were obtained by all SERVE participants.

The acquisition of teaching competencies, as reflected in teaching effectiveness was rated for all Preservice participants as "Above Average" or better on the basis of pooled ratings of cooperating teachers.

Auxilliary practicum site personnel rated SERVE students as slightly above average on overall competencies on the basis of a two week interaction. All supervising personnel stated that they would want SERVE students to extend practicum at their sites however.

In addition, child progress data are presented in the Evaluation section. These data demonstrate forward progression of most pupils instructed.

All of the above are included in the Evaluation Section.

Number of Personnel Prepared

Year Three (1978-79)

At the beginning of the academic year 1978-79, five educators were selected and enrolled in the preservice program. Unfortunately, Trainee 1 was forced to withdraw at the end of the fall semester to accompany her husband who was transferred to a company in Atlanta, Georgia. Trainee 6, who had completed the Field-Based requirements, was accepted into the program January 1. Descriptions of all six participants are included.

1. Trainee 1

Education: B.S., George Peabody College for Teachers
Special Education/Elementary Education

Experience: Project MORE--responsible for supervising the field research and evaluation activity; coordinating research with Public Schools, and other educational service agencies; development of daily-living skills programs; supervision of five research assistants and eight non-staff trainees.
Housemanager in group home, and institutional attendant.

Professional Goals: To develop curricula for multiply handicapped; to further research in effectiveness of programming; develop skills in advocacy.

2. Trainee 2

Education: B.A., Vanderbilt University, Nashville, Tennessee.
Psychology

Experience: Practicum experiences at Harris-Hillman Elementary School with physically disabled, and Begota Elementary School in reading instruction.

Professional Goals: Teach developmentally delayed pre-school age children, consultation with persons working with this population.

3. Trainee 3

Education: B.S., University of Wisconsin
Specialization in Mental Retardation

Experience: Variety of professional teaching experiences with multi-handicapped children, including pre-academic, academic, home living skills, preschool, primary, and adolescent, and deaf children.

Professional Goals: Teach multi-handicapped children; work with parents and in-service.

4. Trainee 4

Education: B.S., Ohio University
Education

Experience: Project MORE--Research Assistant--developed and field-tested daily living skill programs for moderately and severely retarded persons; review of media materials; teacher of emotionally disturbed, counseling, educable MR, and substitute teaching in math and language, assessment and crisis counseling.

Professional Goals: Teach multi-handicapped and/or visually impaired children or adults; consultation, rural services.

5. Trainee 5

Education: B.S., George Peabody College for Teachers
Special Education and Elementary Education with Certification in Special Education and Elementary Education

Experience: Teacher of deaf/blind in Pennsylvania for two years, summer--blind infants. Coaching of summer sports programs USA BA National Tournament and student teacher experiences with elementary 1-6, EMR, and deaf/blind children.

Professional Goals: Teaching deaf/blind in state of Tennessee, and work with parents, parent training.

6. Trainee 6

Education: B.A., Eastern Washington State University Special Education

Experience: A variety of volunteer positions in three state institutions for the mentally retarded in the states of Washington and Idaho, with individuals ranging in age from 4 years to middle age, and in handicap from moderate to profound.

Professional Goals: Teaching of multi-handicapped, visually impaired adolescents and adults functioning at a pre-academic level; counseling of handicapped and their families; inservice with teachers.

Inservice Focus Shift

The reader must have in mind the programmatic shift which occurred over the three year project duration with respect to the nature and role of inservice participants. Inservice participants originally were specifically nominated by the Tennessee State Department of Education. During Year One, their highly specific participation was supported by the Bureau of Education for the Handicapped, O.E., H.E.W. Thus, they are cited as among those "formally" trained with respect to S.H., M.H., blind.

During Year Two (1977-78), support and expansion of the inservice component was realized through a special contract for inservice development with the Tennessee State Department of Education. Participation was doubled. Individuals have not been identified in this report.

During Year Three (1978-79), more highly task or subject specific inservice activities were conducted, catering in particular on a request basis to various identified needs of ancillary service groups. Actual names and contact hours are not provided at this time. However, the scope and range of inservice activity are reflected in the section on community/project support service which follows as remark on contributions of project graduates.

Contributions of Project Graduates

At this point, third year graduates are only one month into their respective employments, thus making data regarding contributions limited. However, some observations can be made at this point:

1. All five preservice teachers have successfully completed all Project SERVE requirements.
2. Two out of five preservice graduates have successfully completed all requirements for the Master's degree in Special Education.
3. Trainee 1, who terminated her participation in Project SERVE at the end of the fall semester is currently teaching a class of ten multiply handicapped, visually impaired children in DeKalb County, Georgia.
4. Trainee 2 will complete three credit hours over the summer, and be eligible for graduation in August, and certification in multiple disabilities.
5. At this time, Trainee 3 is eligible for certification in Multiple Disabilities. She currently holds Certification in Behavior Disorders and Mental Retardation, and is currently being considered for a teaching position with the Metro Special Education Department here in Nashville.
6. Trainee 6 will complete six credit hours over the summer, and will be eligible for graduation in August,

and certification in multiple disabilities. She is currently working as a research assistant with the "Evaluation and Research Program for the Portable Braille Recorder (Digi-cassette)."

7. Trainee 4 will complete her comprehensive examinations during the summer and be eligible for graduation in August. She has accepted a position teaching multiple handicapped children in DeKalb County, Georgia.

8. At this time, Trainee 5 is eligible for added Endorsement in Multiple Disabilities and Certification in Behavior Disorders. She currently holds certification in Visual Disabilities., and is working with the Personnel Preparation for Visually Handicapped Project with special responsibilities for assuring the incorporation of project SERVE into the ongoing preparation plan for visually handicapped, according to the initial agreement with B.E.H.

Project Impact on Other Programs

Project SERVE continued its policy of interacting with other programs. Preservice students participated in a number of activities which would have direct impact in the community and on campus.

Direct Service

1. Preservice students, through their field work, contribute scores of hours of direct service assistance to staff and clients of a number of schools and service agencies, thus freeing their experienced programmers to implement their additional pupil programs, and other expansive community services.

2. Preservice students were obligated to develop innovative teacher made materials, thus contribuitng materially to ongoing individual pupil programs.

3. Preservice students contributed consultation services in many of their spring practicum sites thus providing information about materials and resources which enhanced teacher programming.

4. Preservice students contributed extra hours towards In-Service activities.

Contribution to Local Federally Funded Grants

The reciprocal nature of project activities of the innovative training grant and those of the Peabody Model Vision Project during the first two years of the project, have proven that such a model can be effective. During Year Three, this approach was expanded to include as many federally funded grant projects as were possible.

Interactions occurred between Project SERVE and the following projects:

1. Preservice trainees contributed hours of time in the evaluation of the combined Project CHANGE/In-Service Component workshop materials for the training of paraprofessionals in the use of graduated guidance techniques for teaching severely retarded individuals self-help skills.
2. Placement of Preservice students in the BLOC Grant Field-Based Special Education Teacher Training Program proved to be a valuable asset in promoting the development of teachers who would have demonstrated competencies in the teaching of children with any associated handicap.
3. All five trainees actively contributed in gathering support data, and evaluating a grant proposal of Mr. Michael Ndurumo, a graduate student of George Peabody College for Teachers, and Project TEMPO (Training Educators for Mainstreaming Program Operations), to alter barriers to accessibility of handicapped at Peabody College. (See Appendix E for Abstract)
4. Three out of five trainees were placed in a parent training practicum with Ms. Elaine Sasser at Robertson Academy (Early Education for the Exceptional Child - Under Provisions of Education of the Handicapped Act, Part B, as Amended by P.L. 94-142).
5. All five preservice teachers, and the Preservice Manager, attended the SERC Graduate Institute in Atlanta, Georgia. (See Appendix B, Section 1)

6. Trainee 4 participated in one week of practicum in Alabama with Project SERC (See Appendix B, Section 2 for report of her activities).

7. Trainee 5 is currently working in program development with Personnel Preparation for Visually Handicapped.

8. Trainee 6 is currently working with "Evaluation and Research Program for the Portable Braille Recorder (Digi-cassette)."

Contribution to Research

1. Trainee 1 and Trainee 4 participated as data collectors in a study by Ms. C. Cavallaro (a doctoral candidate) entitled Acquisition of Novel Language Responses of Handicapped Children as a Function of Incidental Teaching Procedures.

2. Trainee 2 and Trainee 5 participated as data collectors in a study by Mr. Peter A. Gordon entitled The Effectiveness of a Step Wise Training Matrix on the Acquisition of Generalized Word Attack Skills with Preschool Children.

Contribution to Voluntary Service Agencies

1. Trainee 4 participated through both semesters in Advocacy for Retarded Citizens, a newly developed agency, establishing in Nashville for the promotion of legal advocacy for Retarded Citizens within the state of Tennessee.

2. Trainee 5 consulted with the Red Cross Adaptive Aquatics Program for the entire spring semester.

3. Trainee 2 volunteered practicum hours at the Cerebral Palsy Clinic of Vanderbilt Hospital throughout the fall semester.

Presentations

1. Campus- and Community-Wide Seminar Presentation: De-Institutionalization - The Partlow Case and Subsequent Litigation, Speaker: Al Baumeister, Ph.D., Director of the

Institute on Mental Retardation and Intellectual Development. Seminar sponsored by Project SERVE.

2. Red Cross Adapted Aquatics In-Service workshop - Organized by Trainee 5 (For details, see Appendix F. for abstract).

PROJECT DESIGN

PROJECT DESCRIPTION

Summary of Project Accomplishments

1. During the three years of Project SERVE's operation, eighteen teachers of the severely multiple handicapped, visually impaired have successfully graduated. During the academic year 1978-1979, Project SERVE successfully trained five of these teachers. Further, during Years One and Two (I & II) twenty-one Tennessee teachers profited from formal, structural, sequential inservice orientation to service for SH, MH blind.
2. Public relations between Project SERVE and a number of service delivery systems in the Metropolitan Nashville area, have been of the highest quality. As a result, liaison is established, between Peabody College and these service delivery systems.
3. Liaison between Project SERVE and other federally funded grants has demonstrated that cooperation among projects can result in more productive functioning of each one towards its respective goals.
4. Dissemination of information and interactions between Project SERVE and community agencies have added to public awareness and understanding of the severely multi-handicapped blind and their needs.
5. The scores of hours within direct teaching sites contributed by preservice teachers have freed supervising teachers to develop additional programming for their pupils.
6. Consultation efforts on behalf of preservice teachers in

their auxilliary practicum sites have contributed valuable permanent products available as resource to these professionals.

7. Direct teaching products developed by preservice teachers are available as a model of teacher training for reference in the field of multi-handicapped, visually-impaired.
8. A proposed publication will ensure that Project SERVE will be available as a model of teacher training for reference in the field of multi-handicapped, visually-impaired.
9. The continuation of the Project SERVE model within Personnel Preparation for Visually Handicapped will ensure the continued training of competent teachers of the multi-impaired blind, at Peabody College.

Modification in Staff Roles

Modification in Staff roles involved all positions beginning Summer or Fall of 1978.

Director, S. C. Ashcroft, Ed.D., a faculty member of the Special Education Department, was engaged in September 1978, to oversee the operation of the project.

Pre-Service Manager, Peter A. Gordon, M.S., a special education doctoral student, was employed in July 1978 to coordinate the daily activities of the preservice component of the project.

In-Service Manager, Debbie Giese, B.A., a masters level student in the Child Development Specialist Program in Psychology, was employed August 1978, to coordinate the in-service component of the project.

Clinical Instructor for Evaluation, Mary Margaret Kerr, Ph.D., Coordinator of the BLOC Grant Special Education Teacher Training Program agreed to serve as consultant and supervisor of the evaluation of the program in its relation to the BLOC Grant Field-Based Program.

Secretary, Ms. Karol Tinsley, was employed August, 1978, to conduct all clerical work for the project.

Ms. Ann Riall retained her position as Coordinator of the Project until June 1978, and was responsible for the employment of new staff members.

Re-Definition of the Role of Preservice Manager

Beginning in October 1978, the position of Preservice Manager was expanded to include the responsibilities of the Clinical Instructor for Preservice, and was increased from a 25% position to a 50% position. Interviews were conducted to fill this position. As Mr. Gordon was previously a graduate of the George Peabody College for Teachers BLOC Grant Field-Based Program, on which generic competencies were based, he agreed to assume these responsibilities.

Dissemination

Material: 1. The *Project SERVE Handbook* was sent in response to all requests received for information.

Publications: A publication is proposed which will be submitted during the summer of 1979, and will be co-authored by Dr. S. C. Ashcroft and Peter A. Gordon. This article is entitled "Generic Teaching Competencies Applied to a Specific Target Population: The Severely MultiHandicapped Visually Impaired A Report of the Third Year of Project SERVE."

PROGRAM EVALUATION

Evaluation of Direct Teaching Competencies

BLOC Grant Special Education
Teacher Training Program
Fall

The Introduction of this report described the activities and the importance of the Project SERVE Supervisor in both training and evaluation. To review, the supervisor met with trainees for approximately two hours each week, on campus and in the field. The purpose of these meetings was threefold: (1) to verify (via observation) that the competencies were being used by the trainees; (2) to assist trainees in revising their instructional programs; and (3) to provide feedback to the course instructors regarding the trainee's performance.

Throughout the first semester, each trainee was required to present her analysis of teaching programs, terminal objectives, and reliable data collection procedures to the field work supervisor before implementation of any systematic instruction. When the supervisor and course instructor approved a program for implementation, the student then began instruction. During implementation, the supervisor systematically observed the instruction to verify that the trainee was following the specified teaching plan. The supervisor also checked the child performance data for accuracy of reporting and for reliability statements of each child's performance.

Trainees remained in one field placement for the fall semester to enable them to meet all the core competencies of the BLOC Grant Teacher Training Program. Tables 5 and 6 demonstrate completion of all competencies, didactic and field applied.

Table 5
SE 311

Competency
Check-Out

Simulation and Field Application

	Trainee 4	Trainee 6	Trainee 3	Trainee 5	Trainee 1	Trainee 2
Task Analysis	+	+	+	+	+	+
Concept Analysis	+	+	+	+	+	+
Criterion-Referenced Test Construction	+	+	+	+	+	+
Writing Behavioral Objectives	+	+	+	+	+	+
Instructional Program Development	+	+	+	+	+	+

(Table 5 lists competencies attained through SE 311.
+ indicates successful completion by trainee of both
Simulation and Field Application)

Table 6

SE 321
Competency
Check-Out

	Trainee 4	Trainee 6	Trainee 3	Trainee 5	Trainee 1	Trainee 2
Whaley & Mallott & Lecture (Quizzes & Exams)						
Conditioning-Extinct	+	+	+	+	+	+
Shaping -Fading	+	+	+	+	+	+
Schedules of Reinforcement	+	+	+	+	+	+
Discrimin. & Generalization	+	+	+	+	+	+
Imitation	+	+	+	+	+	+
Stim. Control	+	+	+	+	+	+
Negative Reinforcement	+	+	+	+	+	+
Punishment	+	+	+	+	+	+
Cond. Reinforcement	+	+	+	+	+	+
Motiv. Operation	+	+	+	+	+	+
Evaluation by Instructor						
Analysis of	+	+	+	+	+	+
Research Articles	+	+	+	+	+	+
In-Class Measurement Exercises (Crit. Ref.)						
Simple Frequency	+	+	+	+	+	+
Simple Duration	+	+	+	+	+	+
Simple Interval	+	+	+	+	+	+
Intermediate Interval	+	+	+	+	+	+
Teaching Format Simul. in Class (Crit. Ref.)						
One to One	+	+	+	+	+	+
Group Individual	+	+	+	+	+	+
Small Group	+	+	+	+	+	+
Evaluation by Instructor						
Program Written-up APA Style	+	+	+	+	+	+

(Table 6 lists the competencies by mode of evaluation for SE 321.
+ indicates attainment of competency by trainee)

Data Collection Procedures

The primary data collection procedures involved the use of: (a) a competency checklist, (b) a time log, (c) a practicum plan sheet, and (d) direct observations of the trainees instruction. For further information on these procedures refer to BEH Contract #G007500475 or Contact Dr. R. Shores, P.O. Box 328, George Peabody College. The competency checklist was completed by the students' successfully demonstrating each competency area, both didactically and in field application. When the trainees met criterion on a hypothetical task analysis, for example, the instructor signed the competency checklist to verify mastery of the didactic application of the competency. When the supervisor verified the task analysis as used by the trainee in the field, this was noted as "field application." This verification procedure was repeated for each competency mastered.

The second form of data collected was the trainee's time log. This log was a weekly self-report completed by each trainee to explain how time was spent in the field or in preparation for the field work. An analysis of the time log indicated how much time each trainee was getting in appropriate practice of skills. Such information also gave course instructors an indication of how much time trainees needed to master competencies.

The third type of data collected was contained in the practicum plan sheets completed by each trainee prior to beginning instruction with a pupil. The first section of this form was a behavioral statement of the pupil's task. On the second section the trainees described exactly how a lesson was planned, taught and evaluated.

Computer codes were used on this form for quick reference and ease of analysis.

The fourth form of information on trainees' performance was the direct observational data collection by supervisors to verify their trainees' use of competencies.

Finally, the trainee provided data on child performance, which was also verified by the supervisor as being appropriate. Included in the "appropriateness" of the data system was a reliability statement of the child's performance. Reliability was established by independent observations by two persons (the trainee and another observer, generally another student or supervisor). Table 7 summarizes the levels of data collected.

Table 7

Levels of Data Colleced Within the Field-Based Project

1.	Trainee ratings (graduated and current) or various program components	--To select competencies to train. --To assess trainee opinions of the training received
2.	Paper and pencil mastery test over didactics teaching	--To assess content knowledge obtained in didactic courses
3.	Stage simulations	--To assess trainees' ability to use teaching tactics in didactic settings
4.	Weekly time logs	--To determine the amounts and proportions of time spent in field experience activities
5.	Daily planning sheet	--To determine the child targets, the type of instructionsl tactics employed and obtained, or progress made in teaching those targets
6.	Direct observations	--To assess whether trainees are applying the competencies in their daily teaching

6. Direct observations (continued)	--To provide direct feedback to the trainees
7. Core competency checklist	--To assess which training competencies are being demonstrated by trainees and th the time to completion

Results

One hundred percent of SERVE trainees met criterion on all the competencies during the Fall 1978 (as indicated in Tables 5 and 6).

Of primary importance to the evaluation of Project SERVE were the effects that the competencies taught through the didactic instruction would have on the performance of handicapped children. These data were provided through the practicum plan sheet, which included details of the teaching programs with major goals, objectives, and subobjectives listed. Most importantly, data were also provided on the pupil's responses.

Table 8 presents pupil mastery of terminal objectives. A terminal objective is one in which the child has reached all subobjectives and is considered ready to move to a different teaching program. For example, a terminal objective might be: "A child will respond correctly (100% accuracy) to the hour and minute hand with the hour and minute hands being moved randomly to various points on the clock face." A subobjective of this terminal objective might be that: "A child will respond correctly (100% accuracy) to the hour hand for each of the numerals 1 through 12.

During the fall semester of 1978-79, trainees attempted 41 terminal objectives. Of these, 11 were mastered by the pupils during this semester. During the spring semester, 19 terminal objectives were attempted. Pupils mastered 3 of these objectives. The lesser achievement during the spring semester is due primarily to the short duration of practica.

As any terminal objective may represent a number of subobjectives, a more positive indicator of pupil progress is apparent in the summation of sub-objective data presented in Table 9. During the fall semester, 258 sub-objectives were proposed by SERVE trainees. Of these, 178 or 69% were mastered. During the spring semester, 60 were proposed and 8 or 14% mastered.

Programs designed during the spring semester were well documented, and most were continued by supervising teachers once SERVE trainees changed to another site. The data presented in Table 9 (Fall) indicates their potential success.

Tables 8 and 9 also present the curricular areas in which the pupil objectives were attemped during 1978-79. The curricular areas were quite diverse, ranging from self-help skills to higher academic tasks such as reading and mathematics.

Tables 10 - 15 present a breakdown of the terminal objectives into the subobjectives attempted; these are listed according to specific competency areas. Table 10 presents the assessment and planning activities in which the trainees engaged; Table 11 and 12 present the direct instructional activities; and Table 13 presents the measurement systems used by the trainees.

These data indicate that each of the competencies taught were applied by the trainees in their field placement; in addition, the data suggest that many pupils mastered particular objectives instructed by the trainees using the core competencies.

Table 8

Pupil Mastery and Non-Mastery of Terminal Objectives in Curricular Areas

Curriculum Area	Fall		Spring	
	Mastery	Non-Mastery	Mastery	Non-Mastery
Reading	3	0	0	1
Math	0	4	0	0
Spelling	0	0	0	0
Language	0	2	0	2
Motor	1	4	1	4
Social	0	0	0	3
Self-Help	5	8	0	2
Writing	0	0	0	0
Career Education	0	0	1	2
Other	2	12	1	2
Total	11	30	3	16

Table 9

Pupil Mastery and Non-Mastery of Sub-Objectives in Curricular Areas

	Fall		Spring	
Curriculum Area	Mastery	Non-Mastery	Mastery	Non-Mastery
Reading	36	0	0	1
Math	14	0	0	0
Spelling	0	0	0	0
Writing	0	0	0	0
Language	5	16	1	11
Motor	16	4	4	28
Social	0	0	1	5
Self-Help	78	31	0	4
Science	0	0	0	0
Career Education	0	0	1	2
Other	29	29	1	0
Total	178 (69%)	80 (31%)	8 (14%)	51 (86%)

Table 10

Assessment and Planning
1978-79

TACTIC	FALL						SPRING					
	USED		CHILD MASTERED		CHILD NOT MASTERED		USED		CHILD MASTERED		CHILD NOT MASTERED	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Analysis:												
Task Analysis	134	52	97	72	37	28	9	15	2	22	7	78
Concept Analysis	27	10	24	89	3	11	0	0	0	0	0	0
Criterion Ref. Test	36	14	16	44	20	56	0	0	0	0	0	0
Is-Does	12	5	10	83	2	17	44	75	5	11	39	89
Observation	7	3	0	0	7	100	5	8	1	20	4	80
Other	42	16	14	33	28	67	1	2	0	0	1	100
Non-Reported	0	0	0	0	0	0	0	0	0	0	0	0
Total	258		178	69	30	31	59	100	8	14	51	86
Use of Materials												
Teacher-Made	161	62	97	60	64	40	10	17	1	10	9	90
Commercial	54	21	49	91	5	9	27	46	5	19	22	81
Adapted	17	7	16	94	1	6	0	0	0	0	0	0
Other	26	10	16	62	10	38	22	37	2	9	20	91
Non-Reported	0	0	0	0	0	0	0	0	0	0	0	0
Total	258		178	69	80	31	59	100	8	14	51	86

Table 11

Direct Instruction
1978-79

TACTIC	FALL						SPRING					
	USED		CHILD MASTERED		CHILD NOT MASTERED		USED		CHILD MASTERED		CHILD NOT MASTERED	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Prompt	16	6	8	50	8	50	30	51	5	17	25	83
Model	18	7	4	71	14	29	4	7	0	0	4	100
Prime	0	0	0	0	0	0	8	13	0	0	8	100
Pair-Fade	0	0	0	0	0	0	0	0	0	0	0	0
Shape	105	41	64	61	41	39	10	17	1	10	9	90
Direction Giving	72	28	56	78	16	22	7	12	2	29	5	71
Questioning	17	6	16	94	1	6	0	0	0	0	0	0
Other	30	12	30	100	0	0	0	0	0	0	0	0
Non-Reported	0	0	0	0	0	0	0	0	0	0	0	0
Total	258	100	178	69	80	31	59	100	8	14	51	86
Child Response:												
Oral	19	7	18	95	1	5	7	12	1	14	6	86
Verbal Imitation	0	0	0	0	0	0	0	0	0	0	0	0
Motor	231	90	152	66	79	34	52	88	7	13	45	87
Written	8	3	8	100	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0
Total	258	100	178	69	80	31	59	100	8	14	51	86

Table 12

Direct Instruction
1978-79

TACTIC	FALL						SPRING					
	USED		CHILD MASTERED		CHILD NOT MASTERED		USED		CHILD MASTERED		CHILD NOT MASTERED	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Arrangement:												
Variable Interval	0	0	0	0	0	0	1	2	0	0	1	100
Fixed Interval	1	1	1	100	0	0	0	0	0	0	0	0
Continuous	225	87	151	67	74	33	48	81	6	13	42	87
Variable Ratio	3	1	2	67	1	33	0	0	0	0	0	0
Fixed Ratio	19	7	19	100	0	100	10	17	2	20	8	80
Other	10	4	5	50	5	50	0	0	0	0	0	0
Total	258		178	69	80	31	59	100	8	14	51	86
Arranged Event:												
Social	255	87	151	67	74	33	48	81	6	12	42	88
Token	21	8	20	95	1	5	5	8	2	40	3	60
Consumable	12	5	7	58	5	42	3	5	0	0	3	100
Activity	0	0	0	0	0	0	2	4	0	0	2	100
Other	0	0	0	0	0	0	1	2	0	0	1	100
Total	258		178	69	80	31	59	100	8	14	51	86

Table 13

Measurement Systems
1978-79

TACTIC	FALL						SPRING					
	USED		CHILD MASTERED		CHILD NOT MASTERED		USED		CHILD MASTERED		CHILD NOT MASTERED	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Monitoring Tactic:												
Criterion-Referenced	9	3	7	78	2	22	0	0	0	0	0	0
Daily Records	249	97	171	69	78	31	59	100	8	14	51	86
Norm Test	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0
Total	258		178	69	80	31	59	100	8	14	51	86

Table 14

Fall Semester	Total Hours
Trainee 1	145
Trainee 2	133
Trainee 3	136
Trainee 4	130
Trainee 5	127

Spring Semester	Total Hours
Trainee 2	129
Trainee 3	131
Trainee 4	192
Trainee 5	260
Trainee 6	267

Table 15

Percentage Hours Per Student Per Field Activity Fall Semester

STUDENT (N = 5)	Planning Instructional	Planning General	Meeting with Supervisor or Cooperating Teacher	Observation Formal	Observation Informal	Direct Instruction Assisting	Direct Instruction Individual	Direct Instruction Group	Testing Normative	Testing Criterion Referenced	Field Trip: Assembly Special Prog. Out of Class	Other
Trainee 1	1		8	15	14	25	21	8		2	6	
Trainee 2	2	2	2	3	5	27	34	5				20
Trainee 3	1	1	3	8		22	30	32			4	
Trainee 4	8	1	4	3	8	107	30	9		4	2	15
Trainee 5	2	4	10	5	2	12	55	8		.5	2	

TABLE 16

Percentage Hours Per Student Per Field Activity Spring Semester

STUDENT (N = 5)	Meeting	Observe	General Supervision	Planning	Individual Teaching	Group Teaching	Staff Teaching	Parent Teaching	Norm Test	Time
Trainee 1	17	37		10	24					12
Trainee 2	12	25	7	4	14	18				27
Trainee 6	10	14	3	7	9	1	3	5		48
Trainee 4	4	27	2	22	12	6	4			23
Trainee 5	13	10	6	3	5	5	1	5	4	48

Table 14 presents the total number of hours per student, per semester spent in practicum activities. One can view an increase in the number of hours per student from fall to spring semesters. The range of hours spent in practicum experience during the fall of 1978 was 127 to 145 hours, while the range during spring 1979 was 129 to 260 hours.

Tables 15 and 16 present a breakdown of the percentage of hours spent per student per semester in given activities.

Summary

Data from the evaluation as presented would ten to indicate that there is a high correlation between those competencies, or objectives, didactically taught and their use in the field. Spring pupil progress data indicates that given more time, pupils would most likely meet a major percentage of subobjectives.

Table 17

Project SERVE

Teacher Evaluation of Students' Direct Teaching Skills
Fall 1978

Question	# Responses	Range	Mean
1. Demonstrates competence in teaching the following curriculum units:			
a) Motor Development	4	5-4	4.5
b) Sensory/perceptual development	5	5-4	4.6
c) Daily Living Skills	5	5-4	4.2
d) Communication skills: 1) Verbal	4	5-4	4.5
2) Non-verbal	5	5-4	4.2
e) Recreation & Leisure Skill Development	2	4	4
f) Pre-vocational Education	3	4	4
g) Cognitive Development	5	5-4	4.6
h) Social/Affective Development	5	5-4	4.6
2. Records Observations	5	5-4	4.6
3. Demonstrates the ability to construct and use teacher made materials	5	5-4	4.6
4. Implements Psycho-Educational Prescription	3	5-4	4.3
5. Demonstrates Ability to Implement Behavior Management Techniques	4	5-4	4.5
6. Observes and participates in ancillary services	4	5-4	4.7

Project SERVE

Teacher Evaluation of Students' Direct Teaching Skills
Fall 1978
(Continued)

Question	# Responses	Range	Mean
7. Works constructively with paraprofessionals	5	5	5
8. Works constructively with support personnel	4	5	5
9. Demonstrates knowledge of roles of support personnel: Yes (5), No (1)			
a) Physical Therapist	4	5	5
b) Occupational Therapist	2	5	5
c) Speech Therapist	4	5	5
d) Mobility Instructor	3	5	5
10. Demonstrates knowledge of and appropriate selection and use of commercial instructional materials	5	5-4	4.6

Table 18

Project SERVE

Teacher Evaluations of Students' Direct Teaching Skills
Spring 1979

Question	# Responses	Range	Mean
1. Successfully implements psycho-educational prescription.	6	5-4	4.5
2. Demonstrates knowledge and appropriate use of behavioral observation	5	5-3	4.2
3. Demonstrates competence in teaching the following curriculum units:			
a) Motor	8	5-2	4
b) Sensory/Perceptual	5	5-3	4.2
c) Daily Living	3	5-2	3.7
d) Communication - Verbal	5	5-3	3.8
e) Cognitive	3	5-3	4
f) Social/Affective	4	5-3	4.3
4. Selects and uses appropriate Instructional Materials	7	5-3	4.1
5. Develops and Utilizes Teacher-made Materials	3	5-3	4
6. Prioritizes training goals	4	5-4	4.3
7. Implements appropriate child management techniques	5	5-4	4.5

Project SERVE

Teacher Evaluations of Students' Direct Teaching Skills
Spring 1979
(Continued)

Question	# Responses	Range	Mean
8. Actively participates in program Intervention Strategies	2	5-4	4.5
9. Demonstrates knowledge of normal and exceptional child development	6	5-3	4
10. Demonstrates knowledge of specific handicapping conditions	7	5-3	4
11. Demonstrates ability to correctly physically handle handicapped infants and toddlers.	5	5-3	4
12. Demonstrates knowledge of exceptional child development with specific emphasis on blind children.	2	4	4
13. Demonstrates correct handling techniques specific to blind children	2	4-3	3.5
14. Demonstrates awareness of classroom environmental failures in teaching visually impaired children	2	5-4	4.5

Project SERVE

Teacher Evaluations of Students' Direct Teaching Skills
Spring 1979
(Continued)

Question	# Responses	Range	Mean
15. Sensitive and responsive to needs of entire classroom group: children, parents, teacher, and other practicum students	6	5-3	4
16. Sensitive and responsive to needs of individual children.	7	5-3	4
17. Works positively with professionals	8	5-4	4.5
18. Works positively with auxiliary personnel	6	5-4	4.7
19. Works effectively with parents	4	5-3	4.3
20. Demonstrates the ability to analyze the school/residence environment	2	5-3	4
21. Demonstrates knowledge of formal school protocol.	2	4	4

Teacher's Evaluation of Student Direct Teaching Skills

At the termination of the fall semester, each supervising teacher was asked to rate their preservice student teacher from Excellent to Unsatisfactory on ten competency statements. On the five point scale, no competency was rated as less than Above Average (4), with the majority of responses given (4.5). Variability in response frequency was a function of the nature of the practicum site. Table 17 depicts teacher evaluation scores.

Two distinct evaluation systems were used to rate preservice performance within direct teaching sites, and subsequently within auxillary sites, during the spring semester. Ratings given of preservice student performance in direct teaching sites were slightly lower during spring than those given at the termination of the fall semester. This slight score difference is depicted in Table 18, with lowest rating being 3.5 or between average and above average. Overall ratings were consistently high. Lower ratings may be a reflection of the short duration in each site.

Auxiliary site personnel were asked to rate both student performance and project field supervision. Responses ranged from 3.8 to 4.5; for student performance each experience programmer requested other students to be placed with them Supervisory activities (Items 1 and 4) were rated 3.4 and 4.4 respectively (See Table 19).

Table 19

Project SERVE - Auxilliary Site Personnel Evaluations - Spring 1979

Questions	No. of Responses	Range of Responses	Mean
1. To what extent were you and your staff aware of the training goals that Project SERVE had for its students at your location: Highly Aware (4) Somewhat Aware (3) Somewhat Unaware (2) Highly Unaware (1)	5	4-3	3.4
2. Rate the students' contributions to the instructional activities in your classroom: Excellent (5) Good (4) Average (3) Below Average (2) Poor (1)	5	4-5	4.5
3. In terms of overall competencies, how would you compare these students with students from other departments or schools you have observed: Superior (5) Somewhat Better (4) About the Same (3) Somewhat inferior (2) Much inferior (1)	5	5-2	3.8
4. Rate the quality of the interaction of the Project SERVE supervisory staff with your program in terms of assisting your delivery of services. Excellent (5) Good (4) Average (3) Below Average (2) Poor (1)	5	5-4	4.4
5. Do you desire to have Project SERVE students from Peabody placed at your location again? yes (5) No (1)	5	5	5.0

Pretest - Postest Scores

Pretest-Postest scores on the test of professional vocabulary familiarization depict improvement for three out of four participants who remained in the program through both academic semesters. The scores themselves do not seem to reflect the overall improvement in knowledge and skills that SERVE students acquired throughout the year, as depicted by other evaluative measures given. The test is presented in the Appendix G.

Pretest and Postest Scores - Professional Vocabulary

	Pretest	Postest
Trainee 2	60	77
Trainee 3	80	90
Trainee 4	80	73
Trainee 5	60	73

Didactic Presentations and Products - SE 352

The following list of student presentations and products submitted for evaluation in the Multi-Handicapped Institute represents the wide range of interest which SERVE students have consistently shown throughout both semesters.

SE 352
Didactics

Fall - In-Class Presentation - Topics

Trainee 1	Environmental Cues for the Blind
Trainee 2	Positioning Cerebral Palsied Children
Trainee 3	Communication Boards
Trainee 4	Sex Education for the Handicapped
Trainee 5	Braille

In-Class Presentation and Paper - Topics

Trainee 1	Task Analysis
Trainee 2	CP Clinics
Trainee 3	Signing for Mentally Retarded
Trainee 4	Advocacy
Trainee 5	Sources of Information for Parents

Spring - Major Issue Paper - Topics

Trainee 2	Issues Concerning the Mentally Handicapped and Sexuality
Trainee 3	Preparation of Teachers of the Severely and Profoundly Handicapped
Trainee 6	The Role of the Teacher of the Visually Impaired in the Education of the Multiple Handicapped
Trainee 4	Are Medical Personnel Being Trained to Deal Effectively with Handicapped Children and their Parents
Trainee 5	An Urgent Need in the Preparation of Professional Teachers for All Handicaps: One Opinion

Recommendations for the Future

A. Separating training and rotation by semesters seems to be the most feasible model for a preservice program such as this. However, rotating practica should be no less than four weeks duration in one site, and should consist of two hours per day. Auxiliary practica could then be completed in one hour per day at the same time.

B. Practicum sites vary according to purpose and supervising personnel, and therefore provide differing levels of participation and sometimes quality of interaction. It is essential to determine in advance the objectives of any practicum experience, the types of participation that students will experience, and the responsibilities of the supervising staff in relation to the student. The needs of the supervising staff (i.e., teachers, administrators, etc.) should be determined in advance when possible to enable early planning of student products.

C. Verbal feedback from preservice teachers indicates that auxiliary practica vary in value as experiences for them, with parent training being the most highly rated. A liaison practica with staff training between vocational and group home sites was considered a very valuable experience although frustrating and somewhat less productive than other sites. Administrative practica offer less involvement and although they provide an opportunity to experience a differing perspective, direct service personnel do not value this experience as much as more active practica.

D. Training in mobility and orientation may be more beneficial to students if offered as a practica rather than a seminar, as was the case in the first two years of the project. Students tend to forget more quickly skills they acquire in simulation than skills they practice directly with children. Likewise, a higher emphasis upon manual communication and braille should be made. In fact, including these as core skills is highly recommended. Otherwise, only those students who perceive the attainment of these skills as interesting or satisfying, tend to acquire any degree of proficiency.

PROJECT SERVE INSERVICE COMPONENT

FINAL REPORT

Inservice Component

The Project Serve Inservice Training component worked on a cooperative basis with the Project Change Paraprofessional Training Grant. Project Serve was charged with the development and training of Professionals who are responsible for paraprofessionals working directly with severely/profoundly retarded people in a variety of facilities.

Description of Project Change Paraprofessional Inservice Training Project

The purpose of the Systematic Skill Training Inservice Paraprofessional Training Package was to develop and validate a replicable package for use by residential facilities, and to train their paraprofessional employees to work effectively with severely/profoundly/multihandicapped people. The package emphasizes the competencies required to teach critical self-help skills. An intregral part of the inservice package is the component for training professionals in those same facilities who are responsible for making sure that training occurs and for the quality of that training. The package trains paraprofessionals and their supervisors in three training modules: (1) Graduated Guidance Teaching Strategy, (2) Behavior Management and Reinforcement and (3) Data Collection and Graphing.

Role of Project Serve Inservice Component

Project Serve was charged with the development and field-testing of the component of the training package which focuses on the skills required of the Professional. This was the logical extention of the inservice component of Project Serve. During Year One, the Project Serve Inservice component trained teachers of the severely/profoundly/multihandicapped in the Davidson County area, via a weekly class at Peabody College. In Year Two, teachers in rural Tennessee were trained in specific skills required for working with severely/profoundly handicapped people via a series of workshops. Workshop topics included teaching strategies, behavior management, classroom management and use of aides, curriculum and programming for severely/profoundly retarded people. The remaining population of Professionals working with severely/profoundly retarded were those employed outside of the public school, i.e., those employed by residential facilities, and community facilities. A cooperative agreement was established with Project Change in which a half-time employee of Project Serve would utilize the experience of Project Serve in providing inservice training to professionals. This half-time Project Serve Coordinator had primary responsibility for developing and field-testing the fourth module, "Supervision of Training". This module was designed to help supervisors of paraprofessional trainers develop skills in the scheduling of training, techniques of observation, and methods of giving positive and corrective feedback to trainers, and the monitoring of training and would interface with the 3 training modules developed by Project Change.

Project Serve Inservice Accomplishments

Objectives of Supervision of Training Module: The Supervision of the Training Module was designed to assure the transfer, maintenance, improvement and monitoring of the specific skills taught in the three training modules of the workshop. To enhance the implementation of training programs, both supervisors and paraprofessional trainers received training in the three training modules developed by Project Change. There is a great deal of evidence indicating that inservice training via one-shot workshops is not an effective means of assuring on the job performance by those trained. (O'Brien, Bugle, & Azrin, 1972). Since there is evidence that indicated that observation and feedback by supervisors to paraprofessional trainers has been demonstrated to be an effective method of maintaining on-the-job training skills, (Carpenter & Baer, 1977), this, therefore, was chosen as the focus of skills to be taught to the supervisors.

Description of the Supervision of Training Module: The Supervision of Training Module used both a self-paced, self-instructed manual and practice video-taped presentation. A workshop leader assisted during the practice and assessment phases of the module. The objectives of the manual were to teach supervisors to: (1) Schedule Training and Observation Sessions, (2) Record on the Trainer Observation and Feedback Form, (3) Provide feedback to the paraprofessional trainers for whom they were responsible and (4) Monitor training sessions.

After reading the first section of the manual "Scheduling of Training, and completing written exercises, the supervisors were given an opportunity to practice scheduling a number of training trials per week. The supervisors were also given practice in scheduling regular observation and feedback sessions. Next the workshop leader assisted the supervisors with a training schedule which fit best their staff and learner's needs.

The second section of the manual systematically taught the supervisors how to use the Trainer Observation Checklist Sheet (TOC), (copy attached). The Trainer Observation and Feedback Sheet used a category system which classified each observed behavior into categories which relate directly to the first three training modules of the workshop. A nominal YES/NO format was used. The supervisors practiced using the TOC by viewing video recordings and role play simulation. The workshop leader assessed each supervisor on his/her use of the TOC by acquiring at least 80% agreement with the supervisor using the Video Taped Recordings, and the TOC sheet as a comparative instrument.

An Agreement Sheet was also developed which was designed to monitor how the trainer records the levels of help given to the learner. The sheet contains the same features as the trainer's data sheet.

The third section of the manual, Feedback, teaches the supervisors to give systematic feedback to the trainers. The TOC and the Agreement Sheet are the primary tools which provide concrete, non-biased information concerning the training trials.

Without training, supervisors rarely give systematic feedback regarding the performance of trainers for whom they are responsible. However, there is strong evidence which indicates that the occurance or non-occurance of feedback, and the nature of that feedback can determine the success or failure of maintenance or improvement of the skills taught in the workshop. (Weinberg & Semmel, 1975). This section of the manual incorporates a part of a formal observation sequence commonly known as "clinical supervision cycle" (Goldhammer, 1969). This model states that people want to be considered successful and like to receive praise from supervisors and/or peers. It emphasizes the role of the supervisor as a facilitator in developing a helping and cooperative relationship with the training staff, as well as providing objective, precise corrective feedback on performance which needs improvement. The pattern which the supervisor is to follow, requires making an initial comment on a strength, followed by any corrective statements, and ending with a summary comment which is positive.

The fourth section of the manual presents the Monitoring of Training. This section of the manual teaches the supervisors how to combine the results of all other supervision activities onto a chart called the Progress Monitoring Chart. The Trainer Observation Checklist (TOC) and the Agreement Sheet provide all the information necessary to complete the Progress

Monitoring Chart. The chart provides cumulative information on the trainers' progress. It also gives the supervisor and trainer diagnostic information regarding the quantity and quality of training.

Number of Professionals Trained: Thirty-three supervisors were trained during the seven field-trials. Each of these supervisors is responsible for approximately 8 trainers, and each trainer is responsible for approximately 8 learners. See Table 1 for precise breakdowns of numbers of participatns in each of the field trials.

Evaluation

The TOC and Agreement Sheets were field tested by Project Change staff before the Supervisor's Manual was written. Inter-observer reliability of 80% or better for five consecutive days was established. The manual was read throughout its development stage by project staff and external readers to establish external face validity and feasibility. Modifications were made as a result, and the finished product was presented to actual workshop participants.

Once the workshop began, the supervisors module became imbedded in the content of the entire training package, and was evaluated as a part of the whole. The outcome product measured was trainer performance. Several layers of evaluation procedures were operative. Each participant in each of 7 field trials, was asked to evaluate the training package. Tables 2, 3, and 4 show representative samples of participant modules worth the time spent. Others felt that is was too short.

In order to obtain informative information on the relationship of supervision to the other components of the workshop, three trainers were given the workshop, but were not given supervision until approximately four weeks after they completed the workshop. Table 5 shows the

TABLE 1

OVERVIEW OF FIELD TRIALS CONDUCTED ON THE SYSTEMATIC SKILLS TRAINING WORKSHOP FOR YEAR I

			Participants			Type of Evaluation Data		
d Trial	Dates	Workshop Leaders	Supervisors	Trainees	Other Staff	Opinionaire	Observation Of Training	Workshop Embedded
inary Trial	11/13/78 - 01/25/79							
pervisor rkshop	11/13/78 - 11/15/78	Project Staff	6	0	2	X		
ainer rkshop	11/27/78 - 11/29/78	Project Staff	2	10	0	X	X	X
pervisor nducted rkshop	12/04/78 - 12/06/78	Clover Bottom Staff				X		
Trial	02/03/79 - 04/27/79	Clover Bottom Staff and Project Staff	2	7	0		X	X
ional Trials	02/12/79 - 07/12/79							
cepticon	02/12/79 - 02/14/79	Project Staff	6	8	3	X		X
cepticon	03/05/79 03/07/79	Project Staff	6	8	2	X		X
eene Valley	06/06/79 - 06/07/79	Project Staff	6	18	2	X		
lington	07/10/79 - 07/12/79	Project Staff	5	5	5	X		

TABLE 2
SUPERVISORS RATINGS OF THE WORKSHOP DURING THE PRELIMINARY FIELD TRIAL

Module	Worthwhile Experience	Too Long	Too Short	Content	Presentation	Organization	Materials
Teaching Streategy#							
1	X			4	4	4	4
2	X			4	4	4	4
3	X			4	4	4	4
4	X			4	4	3	4
5	X			3	4	4	4
6	X			4	4	3	4
7	X			4	3	4	3
8	X			3	3	3	4
Median				4	4	4	4
Reinforcement and Correction							
1	X			4	4	4	4
2	X			4	4	4	4
3	X			4	4	4	4
4	X			4	4	4	4
5	X			4	4	4	3
6	X			4	4	4	4
7	X			3	3	4	4
Median				4	4	4	4
Data Collection and Graphing							
1	X			4	3	3	3
2	X			4	4	4	3
3	X			4	3	4	4
4	X			4	4	4	4
5	X			4	4	4	4
6	X			4	4	4	4
7	X			4	4	4	4
8	X			4	4	4	4
Median				4	4	4	4
Supervision Module							
1	X			3	4	3	3
2	-			3	3	3	3
3	X			4	3	3	4
4	X			4	4	4	4
5	X			4	4	4	4
6	X			4	4	4	4
7	X			4	4	4	4
Median				4	4	4	4

TABLE 3
TRAINERS RATINGS OF THE WORKSHOP DURING THE PRELIMINARY FIELD TRIAL

Module	Worthwhile Experience	Too Long	Too Short	Content	Presentation	Organization	Materials
Teaching Strategy #							
1	X			4	4	3	4
2	X			3	4	3	4
3	X			4	4	4	4
4	X			4	4	4	4
5	X			4	4	4	4
6	X			4	4	4	4
7	X			4	4	4	4
8	X			4	4	4	4
9	X			4	4	4	4
10	X			4	4	4	4
11	X			3	3	3	2
Median				4	4	4	4
Reinforcement and Correction							
1	X			3	3	3	3
2	X			2	4	3	3
3	X			4	4	4	4
4	X			4	4	4	4
5	X			4	4	4	4
6	X			4	4	4	4
7	X			4	4	4	4
8	X			4	4	4	4
9	X			4	4	4	4
10	X			4	4	4	4
11	X			4	4	4	4
12	X			3	4	3	4
Median				4	4	4	4
Data Collection and Graphing							
1	X			4	4	4	4
2	X			4	4	4	4
3	X		X	4	4	4	4
4	X			4	4	4	4
5	X			4	4	3	4
6	X			4	4	3	4
7	X			4	4	4	4
8	X			4	4	4	4
9	X			4	4	4	4
10	X			4	4	4	4
11	X			3	4	3	3
12	X			4	4	4	4

TABLE 4

TRAINERS RATINGS OF THE WORKSHOP CONDUCTED BY INSTITUTIONAL STAFF DURING THE PRELIMINARY FIELD TRIAL

Module	Worthwhile Experience	Too Long	Too Short	Content	Presentation	Organization	Materials
Teaching Strategy #							
1	X			4	4	4	4
2	X			3	4	4	4
3	X			4	4	4	4
4	X			4	4	4	4
5	X			4	4	3	4
6	X			4	4	4	4
7	X			3	3	3	3
Median				4	4	4	4
Reinforcement and Correction							
1	X			4	4	4	4
2	X			4	4	4	4
3	X			4	4	4	4
4	X			3	3	3	3
5	X			4	4	4	4
6	X			4	4	4	4
7	X			4	4	4	4
8	X			4	4	4	4
9	X			2	3	3	3
10	X			3	4	4	4
11	X			4	4	4	4
Median				4	4	4	4
Data Collection and Graphing							
1	X			4	4	4	4
2	X			4	4	4	4
3	X			4	4	4	4
4	X			4	4	4	4
5	X			4	4	4	4
6	X			4	4	4	4
7	X			4	4	4	4
8	X			4	4	4	4
9	X			4	4	4	4
Median				4	4	4	4

results or these trainers' performance during pre-workshop, workshop with no supervision, and workshop with supervision observation, in terms of trainer performance. These data suggest an average increase of 50% and 10% respectively for the two conditions occurred. Individual data suggests that supervision added to the workshop does have a positive effect on the level of appropriate use of the training procedures taught in the three training modules of the workshop package. Two of the participatns were not given the workshop, but were given supervision only. These data displayed on Table 6 provide a clear indication that supervision is an important variable in the workshop. The content, therefore, of the supervision modules were determined to be an effective method for providing for the transfer of trainer performance from the workshop condition to the job condition, and for ensuring maintenance of these skills.

Modifications are being made however int he procedures for delivering the content. A shorter manual is being developed which can be read by supervisors prior to the workshop. An an improved Progress Monitoring Chart is being field-tested which will allow the supervisor to monitor the performance of a larger number of trainers, learners, and tasks.

TABLE 5

SUMMARY OF OBSERVATIONS OF TRAINERS WHO COMPLETED THE WORKSHOP WITHOUT AND WITH SUPERVISION

Trainer	PERCENTAGE OF RESPONSES Appropriate Antecedent Responses	Inappropriate Antecedent Responses	Appropriate Consequent Responses	Inappropriate Consequent Responses	No Observed Responses
Pre-Workshop					
5	9.1	90.83	1.56	14.6	83.8
6	12.27	87.68	1.58	1.58	96.8
7	23.86	75.43	1.56	30.33	67.76
Median	15.07	84.64	1.566	15.5	82.78
rkshop - Supervision					
5	63.7	36.16	38.26	28	33.6
6	52.79	47.19	20.68	13.5	65.8
7	80.4	19.16	24.8	0	74.8
Median	65.63	34.17	27.9	13.83	58.06
rkshop - th Supervision					
5	62.3	37.6	52.6	27.33	19.93
6	83.21	16.72	27.62	14.49	57.67
7	84.9	15.0	28.46	12.7	58.76
Median	76.80	23.11	36.23	18.17	45.45

TABLE 6

SUMMARY OF OBSERVATIONS OF TRAINERS WHO RECEIVED SUPERVISION BUT DID NOT COMPLETE THE WORKSHOP

	PERCENTAGE OF RESPONSES				
Trainer	Appropriate Antecedent Responses	Inappropriate Antecedent Responses	Appropriate Consequent Responses	Inappropriate Consequent Responses	No Observed Responses
Pre-Workshop					
8	31.14	68.84	0	0	100
9	26.06	73.56	0	20.66	79
Median	28.6	71.2	0	10.33	89.5
upervision - o Workshop					
8	93.06	6.99	76.27	15.80	7.90
9	61.86	38.09	0	11.31	88.68
Median	77.46	22.54	38.13	13.55	48.29

FOR ROLE PLAY (SUPERVISOR)

TRAINER OBSERVATION CHECKLIST (TOC)

Trainer' N[illegible]: ______________________________

Task Observed: ______________________________

Date: ____________________ Time: ____________________

Observer: ______________________________

Learner's Name: ______________________________

Setting: ______________________________

Trials ____________________ out of ____________________

Reinforcer ____________ (kind), ____________ (amount), ____________ (when)

	Trial 1			Trial 2			Trial 3		
	YES	NO	COMMENTS	YES	NO	COMMENTS	YES	NO	COMMENTS
I. Preliminary Information									
1. Data sheet up to date and data added correctly?									
2. Graph sheet up to date and matches data sheet?									
3. Materials close at hand?									
4. Data sheet close by?									
II. Teaching Strategy									
1. All steps completed?									
2. Steps in proper sequence?									
3. Correct hand position for level of help?									
4. Spoke program words?									
5. Paired level of help with verbal instruction?									
6. Made attempt at next higher level of help?									
7. Immediate reinforcement after trial?									
III. Learner Feedback	TALLY		COMMENTS	TALLY		COMMENTS	TALLY		COMMENTS
Praise									
Negative									
Other									
IV. Data Collection	YES	NO	COMMENTS	YES	NO	COMMENTS	YES	NO	COMMENTS
1. Records immediatley after trial?									
2. Added data points immediate after the session?									

AGREEMENT SHEET

Trainer's Name ______________________

Observer's Name: ______________________

Date ______________________

Learner's Name: ______________________

Task Observed ______________________

Levels of Help

0 = Step not Completed-trainer error
1 = Full Physical help
2 = Partial Physical help
3 = Shadowing
4 = No Help

Initial Task Instruction:	+ -	TRIAL 1	+ -	TRIAL 2	+ -	TRIAL 3
	Level of Help	Comment	Level of Help	Comment	Level of Help	Comment
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

# for Agree-ment	1	2	3	4	4	5	6	7	8	8	9	10	11	12	12	13	14	15	16	16	17	18	19	20
al of ps	1	1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

APPENDICES

APPENDIX A

Core Didactics and Field Application Requirements

Task Analysis Assignment

FIELD TEST VERSION:
NOT FOR GENERAL DISTRIBUTION

Didactic

Prepare in writing an analysis of a specified task using any one or combination of the strategies presented in the class. Submit your analysis on the Practicum Approval Sheet and the Practicum Planning Sheet. If you elect to diagram a hierarchal analysis or lattice type of analysis, attach the diagram to the planning sheet and complete a linear version on the planning sheet.

Didactic acceptance criteria:

1. All elements of the analysis must be stated in behavioral terms.
2. Prerequisite tasks must be identified and operationally stated.
3. The sequence of subtasks must be logically sound and broken down into manageable steps.
4. The sequence must be complete with no unmanageable gaps.
5. The behavioral relationship between the analyzed task, and (a) the next task in a curriculum sequence, or (b) a prioritized related task must be stated in writing.

Field Application

Field application of the task analysis may precede its submission for instructor appraisal.

Evidence of field application is the submission and acceptance by the instructor of one or more child(ren)'s raw data sheets, test results, graphs or charts and sufficient explanation to make the data understandable.

Field Application Criteria:

The results of the field application must demonstrate:

1. either by pretest or baseline data, that the child(ren) was not able to successfully perform the task before instruction,

2. either by progress/mastery tests or by a continuous measurement system (ABA) that the child(ren) has (a) mastered the entire task, or (b) made at least three successive days of progress toward mastery on a significant number of subtasks after instruction.

NOT FOR GENERAL DISTRIBUTION

NOT FOR GENERAL DISTRIBUTION

Criterion-Referenced Instruction Assignment

Didactic

Prepare a diagnostic test in any academic or pre-academic subject area. The test should contain at least six specific subskills you wish to diagnose. The product to be handed in should include (typewritten, please):

1. A copy of the test (test items can be oral or written).

2. A copy of a class diagnostic profile which you have developed and which should accompany the test.

3. Directions for administering and scoring the test.

Didactic acceptance criteria:

1. Are there sufficient examples of each subskill to evaluate the skill (five examples per subskill is the suggested minimum)?
2. Has an appropriate pass criterion been set for each subskill?
3. Is the test detailed enough so that it could be used by another teacher (e.g., if oral items are included are the teacher's instructions to the child specific enough to follow)?
4. Are the skills arranged in sequence from easy to more advanced?
5. Has a scoring procedure been used to designate errors by categories, patterns or types?
6. Is a summary reporting procedure and chart or profile included to provide individual and group diagnostic information?

Field Application

Field application of the criterion-referenced test may precede its submission for instructor appraisal.

Evidence of field application is the submission and acceptance by the instructor of results of administrations of the test to one or more children who were unable to perform all or part of the tested skill.

Diagnostic results should be summarized and matched with appropriate prescriptions.

FIELD TEST VERSION:
NOT FOR GENERAL DISTRIBUTION

Concept Analysis Project

Didactic

Select a concept of your choice and prepare an analysis for teaching purposes. Use one of the concept analysis forms found in the module packet. Page 27 of "Really Understanding Concepts" contains a checklist for evaluating your analyses.

Didactic Acceptance Criteria:

1. Selection of a concept as opposed to non-concepts.
2. Identification of critical attributes.
3. Identification of irrelevant attributes.
4. Teaching examples and non-examples appropriate, inclusive and rational.
5. Testing examples and non-examples appropriate, inclusive and rational.

Field Application

Option 1 Prepare an instruction sequence and materials based on your analysis and teach the concept.

Option 2 Prepare only a concept testing procedure and use an existing instruction program and materials.

Evidence of field application is the submission and acceptance by the instructor of one or more child(ren)'s raw data sheets, test results, graphs or charts and sufficient explanation to be able to understand the data

Field Application Criteria:

1. A generalization condition must be assessed (i.e., test items must not be the same items as those used during teaching sessions).
2. The results of the field application must demonstrate either (1) by pretest or baseline data, that the child(ren) was not able to discriminate between examples and non-examples of the concept before instruction or (2) by progress/mastery tests or by a continuous measurement system (ABA), that the child(ren) has (a) mastered the concept, or (b) made three successive days of progress toward mastery of the concept.

Instructional Programming

FIELD TEST VERSION:
NOT FOR GENERAL DISTRIBUTION

Didactic

Prepare an instruction program using techniques and principles presented in the module presentations; present and describe the program in class subject to critique.

Assignment completion steps:

1. (a) Select a group to work with, get the instructor's approval on the program objectives, sign up for assignment.
   (b) Identify range of the program and complete a task analysis; either utilize existing curriculum materials or outline curriculum items to be constructed.

2. (a) Construct pretest
   (b) Prepare monitoring system, and contingency system
   (c) Write monitor's instructions

3. (a) Identify instruction format
   (b) Select programming techniques
   (c) Write and sequence curriculum materials (between classes)

4. (a) Collect and construct materials
   (b) Prepare instructor's manual

5. Present and describe program in class and submit to instructor for appraisal.

Field Application

Field application of the instructional program may precede its submission for instructor appraisal.

Evidence of field application is the submission and acceptance by the instructor of one or more child(ren)'s raw data sheets, test results, graphs or charts and sufficient explanation to make the data understandable.

Field Application Criteria:

The results of the field application must demonstrate:

1. either by pretest or baseline data, that the child(ren) was not able to successfully perform the task before instruction,

2. either by progress/mastery tests or by a continuous measurement system (ABA) that the child(ren) has (a) mastered the entire task, or (b) made at least three successive days of progress toward mastery on a significant number of subtasks after instruction.

FIELD TEST VERSION:
NOT FOR GENERAL DISTRIBUTION

(Hand in to C. Salzberg. Be sure to make a Xerox copy for yourself.)

E. This requirement specifies that you develop, implement, and write-up a systematic, sequential, criterion-referenced teaching program. (See "Guidelines for a Skill Acquisition Project" for details.) Be sure to check out your plans before you start and regularly thereafter with your site supervisor. They have a lot of experience and know-how which could save you time and unnecessary false starts. They might also help you judge whether you may be attempting too large a project, etc. This project will require most of the skills you have practiced in SE 393F and SE 311. As such, it is the largest assignment and culminating event of SE 393F. Be sure to prepare your program carefully before you implement. Even then, you may have false starts and major revisions before your final program really gets rolling.

III. Field Application Projects Related to In-Class Activities

(Hand in to site Supervisor)	A.	Specify two target behaviors for one child in your practicum site. Justify your choice of each behavior, operationally define it, specify the conditions under which it will be measured and the details of the recording system. (Use "Target Behavior Spec. Sheet")
(Hand in to site Supervisor)	B.	Data Taking: This requires that trainees choose one of the two targets specified in IIIA above and measure that behavior. A minimum of 3 observations taken on three different days are required. Each observation must be at least five minutes long. Inter-observer reliability must be assessed eighty percent (80%) agreement will be considered acceptable. Trainees must turn in the raw observation sheets (from both observers), a summary sheet (created to fit the particulars of the situation), the reliability calculations, and graphs. The graphs should be clearly and appropriately labeled in conventional form. Each data point will usually represent one minute of observation. However, that is not an inflexible rule if the particulars of the situation suggest a more useful alternative.
(Hand in to site Supervisor)	C.	Specify some reinforcers which you might use with a child in your practicum site. At least one immediate, one moderately delayed, and one more delayed, reinforcer must be specified for each of the two behaviors specified in A above. (Use the "Reinforcer Specification Sheet", modify it and/or use the back of the sheet if necessary.) Be sure to clearly indicate precisely how and when the reinforcer will be applied. Feel free to use combination of consequences.
(Live checkout at practicum site with site Supervisor)	D.	Direct Teaching Interaction Competencies. You must demonstrate criterion performance in your practicum site on the one-to-one (Tutorial) teaching format and either the group-individualized or the small-group teaching format. To be checked out you must request the presence of your site supervisor. He/she will observe you along with a fellow student and their data (if reliable) will determine whether you have demonstrated performance to the mastery criteria. You may be checked out several times if necessary. Before you request a criterion check you should have practiced in the site with another student, providing feedback and taking data for one another. The site supervisors will also be happy to provide some coaching and corrective feedback prior to criteria checks.

321 Student Assignment Sheet

321 Student Assignment Sheet

I. Didactic:

Procedure for Completion Notes, signed and dated from Supervisors

Content

A. Becker, Engelman, Thomas, check outs (individually prescribed)

B. Ten (10) Article Analysis: These pertain to research articles, emphasis on behavioral, single-subject designs. At least five (5) must be from the journal of Applied Behavior Analysis. Topics may be of one's own choosing.

C. To be done in groups. Design a term-course contract or a token system to be used for the Field-Based Bloc Training Program. It must be explicit and provide for all the essential items and processes to be used.

II. In Class Simulation Training

(Hand in to C. Salzberg)

A. Data Taking

1. Anecdotal Recording. Watch specified Video tape and through anecdotal observation select two target behaviors (either child or teacher or one of both). Define those behaviors operationally (use format for writing instructional objectives if you prefer that one). Reobserve a relevant two-minute segment of Video tape focusing on each of those target behaviors using an anecdotal recording procedure (use "Continuous A-R-C Recording Data Sheets"). Write target behavior definitions on the back of the recording forms.

(Hand in to C. Salzberg)

2. Frequency Recording. Watch specified video tape and working in pairs independently record correct and error responses for two, 1-minute segments (use "Correct/Error Frequency Data Sheets"). Calculate the % of inter-observer agreement between you. If it is 80% or better summarize your results on the "Summary Sheet: Correct/Error Frequency Recording Sheet" and graph your two 1-minute data points (on the same sheet). If you are below 80% agreement discuss the sources of disagreement with your partner and try to derive definitional refinements and recording conventions which will remedy the problem. Re-record and try again, continue this process until 80% or better agreement is obtained. Then summarize information as specified above. Be sure to write down all your definitional changes and derived conventions on the back of the summary sheet.

(Hand in to C. Salzberg)

3. Interval Recording - Appropriate/Inappropriate
Working in pairs observe a two 1-minute segment of the specified video tape (in the Distar tape preselect one child to observe). Using the "Appropriate/Inappropriate Data Sheet" and 5-second recording intervals simultaneously observe and record the following categories of behavior: Appropriate; Out of seat; Not attending; Other inappropriate. Check the % of inter-observer agreement between you and your partner by comparing recording sheets. If it is 80% or better summarize your data on the "Appropriate/Inappropriate Interval Summary Sheets". Graph each of your two data points for each of the four categories of behavior on page 2 of the summary sheet. If your inter-observer reliability is below 80% work out the necessary definitional alterations and conventions and proceed to re-record. Be sure to specify your definitional revisions and recording conventions on the back of the summary sheet.

(Hand in to C. Salzberg)

4. Interval Recording-Teacher-Child
Working in pairs observe 2,1-minute segments of the specified video tape. Using the teacher-child interval recording sheet and 5-second recording interval, independently record the following categories of behavior: for the child; correct, error, not attending. For the teacher; model; directional question, new stimulus, descriptive praise, praise, feedback, negative statement. Check the percent of inter-observer agreement separately on teacher behaviors and on child behaviors. If 80% or higher on both proceed to summarize information on summary sheet and graph your data points. If reliability is below 80% refine the definitions and recording conventions with your partner and try again. Be sure to write down all your definitional refinements and recording conventions.

B. Teaching Format Simulations

(Done in class and after class if need be by site supervisors)

1. Check out of criteria on simulation of one to one teaching format.
2. Check out to criteria on simulation of group-individualized teaching format.
3. Check out to criteria on simulation of small-group teaching format.

APPENDIX B

SERC Overview, Graduate Institute, and Externship Report

SECTION 1

SERC Overview
and Graduate Institute

SERC (Southeastern Regional Coalition)

The Southeastern Regional Coalition was funded in 1978 by BEH--Division of Personnel Preparation as a three-year Special Project. The coalition consists of eleven personnel preparation trainers of severely profoundly handicapped programs located in seven universities throughout the southeastern United States.

SERC is an organization which sponsors graduate pre-service activities such as Externships and the Graduate Institute held during the month of March, 1979 in Atlanta, Georgia. Project SERVE students participated in both these activities, descriptions of which follow:

Externships

Pursuant to one of their objectives, Project SERC sponsored a series of university externships. Two graduate students enrolled in member SPH programs spent one week at another SERC university. The purpose of the externships is to provide students with broader exposure to various SPH population and university training models. Travel and room expenses for selected externs was provided.

Pre-Service Trainee 4 was selected to participate in a SERC externship at the University of Alabama. Her report of this experience is given in Section 2 of this Appendix.

SERC Graduate Institute (March 29-31, 1979)

The first annual Graduate Institute, sponsored by SERC, was held this year in Atlanta, Georgia. Mutual support by Projects SERC and SERVE financed participation by all five SERVE trainees as well as the Pre-Service Manager.

Presentations of special interest to Project SERVE personnel included:

A. Diane Josephson

Medical Management of the Severely Handicapped

B. Phillippa Campbell

Physical Management of the Severely Handicapped

C. Harris Gabel

Working with Parents of the Severely Handicapped

All SERVE participants found the Institute to be an enjoyable and educational experience.

For further information about Project SERC, write:

Dr. R. DuBose
P. O. Box 328
George Peabody College for Teachers
Nashville, Tennessee 37203

SECTION 2

Externship Report

SERC Externship Report

Trainee 4

A five-day externship sponsored by the Southeastern Regional Coalition was spent at the University of Alabama with the Rural Outreach team. The purpose of the externship was to receive intensive training in physical management, feeding techniques, parent training and other services provided by the Outreach team. The week of February 19-23, 1979 was spent in Tuscaloosa, Alabama, and Montgomery, Alabama.

Six sites were visited, including the RISE Center at the University of Alabama. The other sites consisted of three public schools and two residential facilities, one public and one private. The team members included a coordinator, an occupational therapist, a speech pathologist and a parent trainer. Each member was observed at each site as they performed their services. Questions were answered and all aspects of the assessments were explained as they were demonstrated.

Developmental Physical Management for the Multi-Disabled Child by Beverly Buttram, OTR and Glenna Brown, M.A. was the text used by the team and the RISE center as a basis for their work. The approach to physical assessment is an eclectic one drawn from the theories of Margaret Rood, Berta Bobath and others. In essence, the theory is one of normal development. Three basic assumptions are adhered to: "1) assessment and treatment follow the normal developmental sequence, 2) reflex maturation is encouraged, and 3) abnormal muscle tone is dealt with prior to positioning and movement patterns."

The physical assessment consisted of the testing of the basic reflexes and suggestions for positioning, carrying, lifting, and relaxation. One activity demonstrated by the occupational therapist was that of rotation. This was done in the supine, side-lying, and carrying positions. The purpose of rotation is to break up abnormal spastic muscle tone in midline and to develop rotational patterns. It is used with spastic children and children who lack rotation. Abdominal kneading was also demonstrated and recommended for breaking up abnormal spastic muscle tone in midline and for stimulating normal bowel activity. Techniques were also demonstrated for use with older children and adults who may be too large for one person to handle.

The feeding assessments were performed while the child was in a relaxed, supine position, and in the normal feeding position. Rotation was performed with the child in supine, while the therapist assessed oral reflexes. The child was then placed in his or her normal feeding position, and was fed various foods, including solid finger foods, soft spoon foods, and liquids. The therapist often recommended a small plastic spoon (available from Mother Care) and a "cut-away" cup for feeding. The spoon was better suited for a child's mouth and the cup allowed the oral patterns to be seen more easily, as well as enabling the child to drink with his or her head in a normal position. Jaw control was also demonstrated as a technique teachers and parents could use to help the child eat successfully.

The last day of the externship was spent at the RISE Center, observin the classrooms, talking with the teachers, and demonstrating skills acquired during the week. For assessing the children, teachers at the center used a computerized evaluation device which returned pre-planned lessons. This allowed the teachers to spend more time on activities with the children. A slide-tape show entitled "Positioning and Adaptive Equipment for Children with CNS Deficits" was observed. Finally, the parent trainer discussed techniques of parent counseling, the RISE parent program, and provided an extensive packet of materials used by the RISE Center.

APPENDIX C

Current Revised Program of Studies

M.S. Degree Program of Studies
SH, MH, VI

Courses	Semester Hours
Education and Psychology of Exceptional Children (S.E. 300)	3
Psycho-Educational Appraisal of the Handicapped (S.E. 305)	3
Education & Treatment of Children with Multiple Handicaps (S.E. 352)	5
Educational Procedures in Special Education (S.E. 311)	3
Applied Behavior Analysis in the Classroom (S.E. 321)	3
Field Work in Special Education (S.E. 312)	6

Educational Procedures for Multiple Handicapped & Deaf-Blind Children (S.E. 251D)	3
OR	
Sensory Perception and Anatomy, Physiology and Hygiene of the Eye (includes 1 hour practicum) (S.E. 250)	3
OR	
Orientation and Mobility for Visually Impaired Children (includes 1 hour practicum) (S.E. 255)	3
OR	
Mental Retardation (S.E. 230)	3
OR	
Educational Procedures for the Neurologically Impaired (S.E. 271)	3
OR	
Seminar in Law, Retardation, and Behavioral Change Agents (S.E. 393D)	3
OR	
Educational Procedures for Trainable Mentally Retarded (S.E. 231)	3
OR	
Advanced Educational Procedures for Visually Impaired Children (S.E. 351)	3
OR	
Advanced Educational Procedures for Multiple Handicapped Children (S.E. 351M)	3
OR	

Courses	Semester Hours
Advanced Educational Procedures for Mentally Retarded Children (S.E. 331)	3
Manual Communication: Beginning (S.E. 226)	1
Manual Communication: Advanced (S.E. 227)	1
Advanced Seminar in Counselling Parents of the Handicapped (S.E. 389)	2
TOTAL SEMESTER HOURS	30

Selected Special Education Course Descriptions
for
M.S. Degree
(Revised, 1978-79)

Severely Handicapped, Multi-Handicapped, Visually Impaired
(30 Semester Hours Recommended)

226 MANUAL COMMUNICATION: BEGINNING (1 hour) A course to develop minimum competence in manual communication modes, both finger spelling and signing. It is intended as a preservice experience for minors in Special Education who intend to work with severely impaired, multi-handicapped population with major communication problems. Experience includes lectures, demonstrations, scheduled practice sessions, and reading assignments.

227 MANUAL COMMUNICATION: ADVANCED (1 hour) A course to develop more conversational skills for use with the deaf population. Students learn more advanced techniques of manual communication. For possible use in interpreting for the deaf. Pre-requisits: Special Education 226 or equivalent competence.

230 MENTAL RETARDATION (3 hours) Survey of trends, historical and contemporary psychological theories, and educational provisions affecting individuals termed retarded. These and other topics are considered within the context of a sociological framework of handicapping conditions.

231 EDUCATIONAL PROCEDURES FOR TRAINABLE MENTALLY RETARDED CHILDREN (3 hours) Emphasis on curriculum development and teaching procedures for trainable mentally retarded children. Permission of instructor required for enrollment.

250 SENSORY PERCEPTION AND ANATOMY, PHYSIOLOGY, AND HYGIENE OF THE EYE (2 hours--plus practicum.) Medical lectures and laboratory demonstrations by an opthalmologist, with educational implications presented by an educator. Demonstrations and practice in vision screening. Guided observations in clinics and educational settings. Visual perception and perceptual development are studied in children with or without eye pathology.

251B EDUCATIONAL PROCEDURES FOR MULTIPLE HANDICAPPED AND DEAF-BLIND CHILDREN (2 hours) Introduction to problems of severe multiple disability in children. Emphasis on curriculum and teaching methods for multi-impaired, including deaf-blind. Participants develop competence in informal assessment of behaviors, identification of developmental problems, individualized curriculum construction, and preparation of specialized instructional material. Course affords opportunity for observation of multi-impaired children in various settings. Prerequisite: S.E. 201 (or concurrent enrollment).

255 ORIENTATION AND MOBILITY FOR VISUALLY IMPAIRED CHILDREN (2 hours--plus practicum.) Lectures, discussion, and practicum experience in eaching orientation, mobility, and travel skills to visually impaired children. Offered by a mobility specialists.

271 EDUCATIONAL PROCEDURES FOR THE NEUROLOGICALLY IMPAIRED (3 hours) A course description follows: In depth overview of the development characteristic problems and methods of handling and teaching severely impaired psycially handicapped children. Students will participate in diagnosing and developing psycial and educational needs of children with various forms of musculo-skeletal and neurological abnormalities. Experiences will include opportunities to work directly with children in applying methods and techniques as well as with orthotics in adaptive appliances. Classes will be comprised of lectures, video tapes, flims, educational and self care materials and practical application of methods.

300 EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN (3 hours) An introduction survey of issues concerning the education and psychology of exceptional children with emphasis on exceptionality and the development of human behavior. Special attention is paid to the developmental theories of Piaget, Hebb, and Skinner as well as ecological considerations. Stress is placed on individual grade contracts between instructor and students, and an overall attempt is made to develop sets of objectives which have meaning for individual students.

305 PSYCHO-EDUCATIONAL APPRAISAL OF THE HANDICAPPED (3 hours) Special diagnostic measurement and evaluation procedures with children who are handicapped or exceptional in learning characteristics. Prerequisite: S.E. 300, Education 378, or permission of instructor.

311 EDUCATIONAL PROCEDURES IN SPECIAL EDUCATION (3 hours) Includes planned opportunities to develop competence in using basic educational tools and procedures with the handicapped child. This course offers five modules of study including formulating behavioral objectives, behavior modification procedures, social and academic assessment, strategies for constructing instructional sequences, and task analysis. Students prepare and conduct a teaching sequence to be utilized in a practicum setting.

312 FIELD WORK IN SPECIAL EDUCATION (2-8 hours) A practicum for graduate students majoring or minoring in any of the areas of exceptionality with opportunity for supervised participation in community special education programs. May be repeated for credit. Permission of instructor required for enrollment.

321 APPLIED BEHAVIOR ANALYSIS IN THE CLASSROOM (3 hours) Application of basic learning principles to teaching. Topics include defining and measuring behavior, reinforcement strategies, systematic program development, the basic formats for classroom instruction and techniques for monitoring student progress. Students must be concurrently enrolled in S.E. 311 or S.E. 312. A prior course in the basic principles of learning is desirable.

331 ADVANCED EDUCATIONAL PROCEDURES FOR MENTALLY RETARDED CHILDREN (3 hours) Continuation of Special Education 231E and 231T on methods and techniques and the relationship of teachers of mentally retarded children to professional and nonprofessional people. Prerequisite: S.E. 231E and 231T or permission of instructor.

351 ADVANCED EDUCATIONAL PROCEDURES FOR VISUALLY IMPAIRED CHILDREN (3 hours) Social implications and psychological aspects of visual impairment and related multiple disabilities. Study of educational research, evaluation, program planning and personal, educational and vocational counselling.

351M ADVANCED EDUCATIONAL PROCEDURES FOR MULTIPLE HANDICAPPED CHILDREN (3 hours) Develops knowledge about program alternatives, skills for intervention and competencies in research based programming for children who are severely and multiply handicapped. Includes observation and participation in community programs. Permission of instructor required.

352 EDUCATION & TREATMENT OF CHILDREN WITH MULTIPLE HANDICAPS (3 hours) Provides instructional and practicum experiences for school and institutional personel developing competencies for specialized intervention and management for children who are severely, multiply, and visually handicapped. Permission of instructor required.

389 ADVANCED SEMINAR IN COUNSELLING PARENTS OF THE HANDICAPPED (3 hours) Modular course designed to develop skills in traditional and current perspectives in counselling parents of the handicapped. Group simulations and lectures focussing upon needs concerns and problems parents face in raising young handicapped children.

393D SEMINAR ON LAW, RETARDATION AND BEHAVIORAL CHANGE AGENTS (3 hours) This course is a seminar to help graduate students de-mistify the law as it pertains to developmentally disabled persons. It helps professionals to understand and use the law to change systems related to handicapped persons. Included in the course are exposure to legal research methods, forms of law, legal principles, and ways to avoid liability.

APPENDIX D

Competency Goals

SECTION 1

Generic Master's Core Instructional Program Competencies

Master's Core Instructional Program Competencies

Course	Competency Clusters	Didactic Objectives	Field Objectives
S.E. 311	Targeting	Prioritize curricular skills	Student will determine curricular skills and subskills (e.g. curricular skills = self-help skills; subskills = feeding, dressing, and personal hygiene on which to intervene. Set priorities in terms of which skill(s) to target for initial intervention
S.E. 311		To pinpoint by behavioral objectives	Student will write behavioral objectives which contain the following elements: --conditions of performance --operational definition of response --criteria for mastery performance
S.E. 311	Initial Assessment	To apply a criterion-referenced test	Student will devise and employ a criterion-referenced test to evaluate progress/mastery. It must contain the following elements: (see "Initial Assessment" Criteria for criterion-referenced test)

Course	Competency Clusters	Didactic Objectives	Field Objectives
S.E. 321		To conduct direct observation	Student will conduct direct observations and recording of pupils' classroom performance with at least 80% inter-observer reliability. Use the following techniques: --continuous anecdotal recording using A-R-C format --interval measurement --direct frequency measurement
S.E. 321		To collect academic rate data	Student will collect academic rate data using the following techniques: --permanent product probes --daily worksheets student will demonstrate competence by converting data to rate-per-minute
	Planning Tactic		
S.E. 311		To apply task analysis	Student will devise a task analysis which reflects the following attributes: --all components stated in terms of observable behaviors --prerequisites specific to terminal task --prerequisites circumvented to avoid overloading where possible

Course	Competency Clusters	Didactic Objectives	Field Objectives
S.E. 311		To apply concept analysis	Student will develop a concept analysis reflecting the following attributes: --select a concept --identify all critical attributes --minimum set of teaching examples and non-examples
S.E. 321		To develop Is-Does Plan sheet	Student will develop an Is-Does Planning sheet, containing the following elements: --setting in which instruction is to take place --antecedent event --response directed stated as observable behavior --arrangement --arranged event
	Direct Intervention Tactics		
S.E. 321		To use pre-determined antecedent events	Student will use pre-determined antecedent events during direct teaching: --model (verbal or physical demonstration of desired response) --direction (imperative verbal statement, requiring a response)

Course	Competency Clusters	Didactic Objectives	Field Objectives
			--question (ask a question or make an interrogative statement --partial model (incomplete demonstration or desired response or physical guidance used to initiate response) --paring-fading (gradual removal of discriminative stimulus - DS
S.E. 321		To use pre-determined consequent events	Student will use appropriate pre-determined consequent events for instructional feedback and behavior control during direct teaching: --prompt (discriminative stimulus which occasions a response; e.g., instructions, guidance, physical assistance) --model (demonstration of desired response) --social praise --token --consumable --activity

Course	Competency Clusters	Didactic Objectives	Field Objectives
S.E. 321		Use of contingency schedules	Student will use reinforcers appropriately by following a specified contingency schedule: --variable interval --fixed interval --continuous --fixed ratio --variable ratio
S.E. 321	Progress Monitoring	To conduct direct observation procedures for monitoring pupil performance	Student will obtain at least 80% inter-observer reliability in using the following techniques to evaluate classroom behavior
S.E. 321		To collect academic rate data to monitor pupil performance	Student will collect academic rate using the following techniques: --permanent product probes --daily worksheet Demonstrate competency by converting frequency data to rate-per-minute
S.E. 321		To design a visual display of data to monitor pupil performance	Student will visually display data using one of the following techniques: --6 cycle graphing --equal interval graph --percent graph --bar graph --task-by-mastery marking matrix

SECTION 2

Revised Specialized Competency Goals by Field Experience Stations

COMPETENCY GOALS BY STATIONS

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Infant/Toddler Program Experimental School John F. Kennedy Center Duration: 3 weeks	1. Implementing psycho-educational prescription 2. Recording observations 3. Infant/Toddler physical management 4. Exposure in the use of the following curriculum units (a) motor development, (b) communication, (c) sensory-perceptual development, (d) social/affective development 5. Selection and use of appropriate instruction materials 6. Demonstrating parent training techniques 7. Prioritizing training goals 8. Organizing conductive environment Enrichment Goals 1. Developing knowledge of normal and exceptional child development 2. Developing knowledge of etiology of disabilities represented by multi-handicapped population	1. Appraisal of supervising teacher as demonstrated by practicum performance evaluation. 2. Appraisal of practicum supervisor based on: (a) direct observation (b) dialogue with practicum student (c) direct teaching product data

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Robertson Academy __Duration__: 2 weeks	1. Prioritizing direct service activities 2. Counseling with parents and interested others 3. Ability to identify appropriate resources 4. Assisting in evaluation of adequacy of home environment 5. Modeling child management and child training programs in the home 6. Informal screening/assessment of children in all developmental areas 7. Participating in Multi-disciplinary activities __Enrichment Goals__ 1. Developing knowledge of normal and exceptional child development.	1. Apprasial of supervising teacher as demonstrated by practicum performance evaluation. 2. Appraisal of program manager based on (a) direct observation and (b) dialogue with practicum student. 3. Evaluation of permanent product.

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Tennessee School for the Blind Donelson, Tennessee Duration: Fall - Full semester Spring - 3 weeks	1. Psycho-educational prescription implementation and expansion 2. Selection and use of commercial materials 3. Development and utilization of teacher-made materials 4. Utilization of following curriculum units a. motor development b. communication skill developing 1. verbal 2. non-verbal c. socialization/affective d. daily living skills development e. sensory-perceptual skills f. cognitive skills 5. Knowledge of behavioral observation Enrichment Goals 1. Knowledge of physical handling techniques specific to blind children 2. Knowledge of exceptional child development w/specific emphasis on blind-child development 3. Analysis of school/residence environments to identify physical and temporal attributes 4. Knowledge of conduction of organized child-care worker information and training programs 5. Development of informal social school/community experience programs.	1. Appraisal of supervising teacher as demonstrated by practicum performance evaluation. 2. Appraisal of Program Manager based on (a) direct observation and (b) dialogue with practicum student. 3. Direct Teaching Program Data. 4. Verification of Program Plan Sheets.

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Mobility Instruction (Module) Peabody College Duration: 2 weeks	1. Knowledge of cognitive and perceptual implication of blindness 2. Knowledge of implication of environment, learning and practice in motor learning 3. Knowledge of development of body schema 4. Preparing sequential orientation programs 5. Preparing sequential independent travel programs. 6. Ability to utilize residual vision in individual program development 7. Recognition of common orientation and semi-independent travel problems 8. Knowledge of techniques used in training of paraprofessionals 9. Simulation of utilization of the following curriculum units a. major development training b. sensory-perceptual training c. daily living skills training Enrichment Goals 1. Knowledge of functioning of multi-disciplinary team from point of view other than that of a teacher	

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Harris-Hillman Pre-school; Elementary Ungraded; and Secondary ungraded classes (local/Day) Duration: Fall - Full semester Spring - 3 weeks	1. Knowledge of charting procedures 2. Knowledge of & appropriate selection and use of commercial instructional materials 3. Ability to construct and use teacher-made materials constructively 4. Implementation of psychoeducational perscription 5. Behavior management programming 6. Organization of an individually structured orientation program for the pupil should the situation warrant such 7. Training and working constructively with paraprofessionals 8. Working constructively with support personnel 9. Ability to identify significant auditory stimuli 10. Knowledge of basic optical magnifying principles of focal distance and peripheral distortions 11. Ability to task analyze behaviors 12. Knowledge of class-manager role of teacher 13. Utilization of the following curriculum units a. motor development b. sensory-perceptual development	1. Appraisal of supervising teacher as demonstrated by practicum performance evaluation (see sample) 2. Appraisal of program manager based on (a) direct observation and (b) dialogue with practicum student (c) direct teaching program data (d) verification of program plan sheets

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Harris-Hillman (continued)	c. daily living skills development	
	d. communication skills development 1. verbal communication 2. non-verbal communication	
	e. recreation and leisure-time skill development	
	f. pre-vocational education	
	g. cognitive skills	
	h. socialization/affective development	
	14. Ability to utilize criterion-referenced testing procedures, and develop instructional programming	
	15. Ability to utilize concept analysis	
	16. Ability to identify strategies for functionaling responses to auditory and residual visual stimuli	
	Enrichment Goals	
	1. Knowledge of roles of Auxilliary Personnel a. Physical Therapist b. Occupational Therapist c. Mobility Instruction d. Speech Therapist	
	2. Knowledge of Exceptional Child Development	
	3. Knowledge of Normal Child Development	
	4. Knowledge of formal school faculty protocal	
	5. Coping skills related to variations in program schedules due to transportation, special school programs, pupil illness.	

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Metro Public Schools Special Education Dept. Administration	1. Prioritizing direct service activities 2. Consulting with parents, teachers, and interested others 3. Ability to identify appropriate resources 4. Priortizing staff training goals 5. Selection of appropriate program evaluative instruments	1. Appraisal of supervising staff as demonstrated by practicum performance evaluation. 2. Appraisal of practicum supervisor based on (a) direct observation (b) dialogue with practicum students (c) evaluation of permanent product
	Enrichment Goals 1. Knowledge of functioning of a multi-disciplinary team from point of view other than that of a teacher 2. Knowledge of conduction of organized educational systems and programs 3. Knowledge of formal school faculty protocol 4. Coping skills related to variations in program schedules due to transportation, special school programs, pupil illness, emergencies.	

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Cerebral Palsy Clinic	1. Prioritizing direct service activities 2. Counseling with parents and interested others 3. Ability to identify appropriate resources 4. Modeling child management and child training programs 5. Informal screening/assessment of children in all developmental areas 6. Educational liaison with auxilliary service professions.	1. Appraisal of supervising staff as demonstrated by practicum performance evaluation. 2. Appraisal of practicum supervisor based on (a) direct observation (b) dialogue with practicum student (c) evaluation of permanent product
	Enrichment Goals 1. Knowledge of physical handling techniques specific to CP children 2. Knowledge of exceptional child development with specific emphasis on physically handicapped 3. Knowledge of functioning of multi-disciplinary team from point of view other than that of a teacher 4. Knowledge of etiology of disabilities represented by multi-handicapped population.	

STATION	COMPETENCY GOALS	MEASUREMENT PROCEDURES
Rochelle Center/ Home 2, Step 2	1. Prioritizing direct service activities 2. Modeling client management and training programs to staff 3. Modeling data collection and visual display to staff 4. Informal screening/assessment of client 5. Development and utilization of teacher-made mistakes 6. Training and working paraprofessionals 7. Maintaining liaison role with two agencies 8. Working constructively with support personnel 9. Ability to task analyze behaviors 10. Behavior management programming Enrichment Goals 1. Coping skills related to variations in program schedules due to transportation, special school programs, pupil illness, etc. 2. Knowledge of functioning of multi-disciplinary team from point of view other than that of a teacher 3. Analysis of school/residence environments to identify physical and temporal attributes 4. Knowledge of conduction of organized child-care information and training programs.	1. Appraisal of supervising staff as demonstrated by practicum performance evaluation. 2. Appraisal of practicum supervisor based on (a) direct observation (b) dialogue with practicum student (c) direct teaching program data (d) verification of Program Plan Sheets

SECTION 3

BEH Interface

INTERFACING OF BEH SEVERELY HANDICAPPED TRAINING PROGRAM CRITERIA

INNOVATIVE TRAINING PROJECT PROJECTED TRAINEE COMPETENCIES

BEH CRITERIA	INNOVATIVE TRAINING PROGRAM COMPETENCIES	ACQUISITION VEHICLE
Knowledge of History and Background of Special Education	Special Education Department Overall Program Goals	Coursework* S.E. 230 S.E. 300
Knowledge of Legal Rights to Education of Exceptional Children	Special Education Department Overall Program Goals	Coursework S.E. 230 S.E. 352 S.E. 393D
Knowledge of Normal Child Development Sequence	Special Education Department Overall Program Goals	Coursework S.E. 305 Field Based Experience Infant Toddler Classrooms Harris-Hillman Tennessee School for the Blind
Knowledge of Medical Basis of Handicapping Conditions, the Handling of Physically Limited Children and Handling of Special Medical Problems	1. To demonstrate skill in assessing, targeting goals and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools. 2. To identify and quantify auxiliary service needs of SH, MH, and VI children	Coursework S.E. 305 S.E. 351 S.E. 250 S.E. 351M S.E. 352 S.E. 271 Field Based Experience Infant/Toddler Tennessee School for the Blind Harris-Hillman Module Mobility Instruction

*See appendix for Course descriptions

BEH CRITERIA	INNOVATIVE TRAINING PROGRAM COMPETENCIES	ACQUISITION VEHICLE
Knowledge of State and Local Resources	1. To identify and quantify auxilliary service needs of SH, MH, and VI children. 2. To prioritize development or acquisition of service components. 3. To isolate and correct counter or non-productive elements affecting service delivery 4. To improvise feedback mechanisms with interested others affecting service delivery. 5. To generate service delivery alternatives within the context of dynamic school community relationships. 6. To demonstrate familiarity with concepts and vocabulary of participating professional disciplines. 7. To respond with sensitivity to work ethics and protocols of various auxilliary disciplines.	Coursework S.E. 352 Field Based Experience Harris-Hillman Administration Metro Special Education Dept. Tennessee School for the Blind Infant/Toddler Rochelle Center/Home 2, Step 2 Cerebral Palsy Clinic, Vanderbilt Hospital
Skills in parent communication and training	To improvise feedback mechanisms with interested other affecting service delivery.	Coursework S.E. 352 S.E. 389 Field Based Experience Infant/Toddler Harris-Hillman Cerebral Palsy Clinic Robertson Academy

BEH CRITERIA	INNOVATIVE TRAINING PROGRAM COMPETENCIES	ACQUISITION VEHICLE
Administration Skills	1. To identify and quantify auxilliary service needs of SH, MH, and VI children. 2. To prioritize development or acquisition of service components. 3. To isolate and correct counter or non-productive elements affecting service delivery. 4. To improvise feedback mechanisms with interested others affecting service delivery. 5. To generate service delivery alternatives within the context of dynamic school community relationships. 6. To demonstrate familiarity with concepts and vocabulary of participating professional disciplines. 7. To respond with sensitivity to work ethics and protocols of various auxilliary disciplines.	Coursework S.E. 352 S.E. 351 S.E. 351M Field Based Experience Harris-Hillman Administration Metro Special Education Dept. Cerebral Palsy Clinic
Knowledge of Reliability and Validity	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools.	Coursework S.E. 305 S.E. 321 S.E. 352 S.E. 351 S.E. 311 S.E. 351M Field Based Experience Harris-Hillman

BEH CRITERIA	INNOVATIVE TRAINING PROGRAM COMPETENCIES	ACQUISITION VEHICLE
Charting Procedures	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools.	Coursework S.E. 311 S.E. 351 S.E. 352 S.E. 351M S.E. 321 Field Based Experience Harris-Hillman Infant/Toddler Tennessee School for the Blind Rochelle Center/ Home 2, Step 2
Making Data-Based Decisions	1. To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools. 2. To identify and quantify auxilliary services needs of SH, MH, VI children	Coursework S.E. 352 S.E. 321 S.E. 311 S.E. 351 S.E. 305 S.E. 351M Field Based Experience Harris-Hillman Tennessee School for the Blind Infant/Toddler Rochelle Center/Home 2, Step 2 Module Mobility Instruction
Knowledge of Exceptional Child Development	Special Education Department Overall Program Goals	Coursework S.E. 305 S.E. 231 Field Based Experience Harris-Hillman Tennessee School for the Blind Infant/Toddler
Assessment Procedures	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools.	Coursework S.E. 305 S.E. 352 S.E. 311 S.E. 255 Field Based Experience Infant/Toddler Harris-Hillman Tennessee School for the Blind Rochelle Center/Home 2, Step 2 Module Mobility Instruction

BEH CRITERIA	INNOVATIVE TRAINING PROGRAM COMPETENCIES	ACQUISITION VEHICLE
Applied Behavioral Analysis	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools.	Coursework S.E. 311 S.E. 352 S.E. 321 Field Based Experience Harris-Hillman Infant/Toddler
Instructional Procedures	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate services in the local public schools.	Coursework S.E. 226 S.E. 255 S.E. 231 S.E. 311 S.E. 352 S.E. 331 S.E. 251DB S.E. 351DB Field Based Experience Tennessee School for the Blind Rochelle Center/Home 2, Step 2 Harris-Hillman Infant/Toddler Module Mobility Instruction
Behavioral Slicing Procedures	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH VI children and to evaluate traditional special education services in the local public schools.	Coursework S.E. 311 S.E. 321 S.E. 352 S.E. 351 S.E. 231 S.E. 351M S.E. 251DB Field Based Experience Tennessee School for the Blind Harris-Hillman Rochelle Center/Home 2, Step 2

BEH CRITERIA	INNOVATIVE TRAINING PROGRAM COMPETENCIES	ACQUISITION VEHICLE
Pinpointing Behaviors	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools.	Coursework S.E. 305 S.E. 321 S.E. 352 S.E. 311 S.E. 351 S.E. 251DB S.E. 351M Field Based Experience Tennessee School for the Blind Harris-Hillman Rochelle Center/Home 2, Step 2 Module Mobility Instruction
Curriculum Development	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools.	Coursework S.E. 226 S.E. 311 S.E. 231 S.E. 305 S.E. 352 S.E. 331 S.E. 251DB S.E. 351 S.E. 255 S.E. 351M Field Based Experience Infant/Toddler Tennessee School for the Blind Harris-Hillman Module Mobility Instruction
Curriculum Units to include a) motor, b) sensori-perceptual, c) communication, d) socialization, e) recreational and leisure time skills, f) daily living skills, g) pre-academic, h) vocational education, i) cognitive, j)affective	To demonstrate skill in assessing, targeting goals, and intervening to influence the development and education of SH, MH, VI children and to evaluate traditional special education services in the local public schools.	Coursework S.E. 226 S.E. 255 S.E. 231 S.E. 300 S.E. 250 S.E. 305 S.E. 251DB S.E. 351 S.E. 311 S.E. 351M S.E. 352 Field Based Experience Harris-Hillman Infant/Toddler Tennessee School for the Blind Module Mobility Instruction

BEH CRITERIA	INNOVATIVE TRAINING PROGRAM COMPETENCIES	ACQUISITION VEHICLE
Training Units--to train ability to become program managers and to be able to train para-professionals	1. To prioritize development or acquisition of service components. 2. To improvise feedback mechanisms with interested others affecting service delivery. 3. To generate service delivery alternatives within the context of dynamic school community relationships. 4. To demonstrate familiarity with concepts and vocabulary of participating professional disciplines. 5. To respond with sensitivity to work ethics and protocol of various auxilliary disciplines.	Coursework S.E. 352 S.E. 331 Field Based Experience Harris-Hillman Infant/Toddler Rochelle/Home 2, Step 2 Metro Special Education Dept.
Knowledge of how to be a part of a multi-disciplinary team.	1. To identify and quantify auxilliary service needs of SH, MH, and VI children 2. To prioritize development or acquisition of service components. 3. To isolate and correct counter or non-productive elements affecting service delivery. 4. To improvise feedback mechanisms with interested others affecting service delivery. 5. To generate service delivery alternatives within the context of dynamic school community relationships. 6. To demonstrate familiarity with concepts and vocabulary of participating professional disciplines.	Coursework S.E. 352 S.E. 331 Field Based Experience Harris-Hillman Rochelle/Home 2, Step 2 Metro Special Education Dept. Robertson Academy Cerebral Palsy Clinic Module Mobility Instruction

BEH CRITERIA	INNOVATIVE TRAINING PROGRAM COMPETENCIES	ACQUISITON VEHICLE
Knowledge of how to be a part of a multi-disciplinary team. (continued)	7. To respond with sensitivity to work ethics and protocols of various auxilliary disciplines.	

APPENDIX E

Coordinating Services for Handicapped at George Peabody College for Teachers

Abstract

Coordinating Services for Handicapped Students at George Peabody College for Teachers

Mike Ndurumo, a graduate student in Special Education, developed a grant proposal to establish a central office for the coordination of services to handicapped students at Peabody College. These services would include dissemination of educational materials, arrangement for dispatching of readers and interpreters to handicapped students, handling of Vocational Rehabilitation monies to pay adjunct staff expenses, etc.

Working in cooperation with Mike Ndurumo and Project TEMPO, SERVE preservice students presented the following evaluation of the original proposal with suggestions for its improvement. Trainees also spent time interviewing handicapped students to gain information about their current needs and attitudes about services at Peabody.

As a result, a Mini-Grant has been funded to support this endeavour, and a task force has been developed - whose purpose is the establishment of the Office for the Handicapped.

Review of Proposal

Since most funding agencies provide specific guidelines which must be carefully followed in the preparation of an application document, it is somewhat difficult to successfully critique this proposal, having had no such guidelines available. Therefore, this review is based on the major components of a proposal as outlined in Developing Skills in Proposal Writing written by Mary Hall.

Also, since the majority of state and federal funding agencies evaluate proposals on a points system, it is helpful to secure this evaluation form from the agency in order to prepare to the fullest those sections that are valued highly by the agency.

The major components of a proposal are as follows:

Topic	Information to be Provided
Title Page	Title of project, name of applicant and organization, name of agency submitted to, inclusive dates of project, total budget request, signatures of authorized personnel approving submission from the local agency.
Abstract or Proposal Introduction	Summary of the proposal with at least some reference to the major points in the statement of need, objectives, procedures, evaluation, and dissemination components. Should stress the end-products. Usually 250 to 500 words. It should also tell who the applicant is.

Problem Statement (or Statement of Need)	Clear and precise statement of the problem to be addressed and the need for its solution. Should establish significance, relevance, timeliness, generalizability and contribution of the project. Innovativeness of proposed methodology may also be substantiated. Usually includes references to previous research or earlier works. Statistical data describing the need is also cited.
Objectives	A very specific indication of the proposed outcomes of the project stated as objectives, hypotheses and/or questions. May also state overall goals of project. Should flow logically from the identified needs/problems.
Procedures	How the objectives will be met or the hypothesis/questions tested. This section usually starts with description of the overall approach and then gets into details about methodology, participants, organization, and time-lines.
Evaluation*	Details the means by which the local agency and the funding source will know the project has accomplished its purposes. State purpose of evaluation, type of information to be collected, details on instruments, data collection, analysis and utilization and

Evaluation (cont'd)	tells how results will be reported. Evaluative criteria should be provided for each objective.
Dissemination	How will products and findings be shared with others? Frequently this section also details reports to be given to the funding source.
Facilities & Equipment	Facilities and equipment required and how these will be provided. This section may also describe any unique equipment or facilities available to the local agency which will facilitate the project.
Personnel	Who are the personnel that will work on the project and what will they do? What are their backgrounds and credentials? If new staff are needed, how many and of what type? How will they be selected? In a research proposal, this section may also include a description of the project's administrative organization. Individuals to serve as consultants should also be identified, their backgrounds described and use justified.
Budget	Cost of the project. Usually divided into categories such as personnel, supplies and materials, travel, data processing, facilities or equipment and indirect costs.

Taken from Developing Skills in Proposal Writing by Mary Hall, 1977. Available from Continuing Education Publications, P.O. Box 1491, Portland, OR 97207.

Based on this, the following questions are raised and suggestions made.

I. Title Page - should be provided as described above.

II. Proposal Introduction

- A. Establish Credibility
  1. of applicant
  2. of institution
- B. Do you or will you work in cooperation with other organizations
  1. merger with Vanderbilt - what services are offered there
  2. Bill Wilkerson
  3. Tennessee School for the Blind
  4. Joint University Library - do they provide services
  5. other organizations serving the handicapped (Closer Look, BEH, NARC, etc.)
- C. Sources of Financial Support
  1. receipt of past grants
  2. other funding sources - student services, donations, supporting organizations
- D. Are you actively generating interest and support
  1. SERVE Project
  2. handicapped students both at Peabody and Vanderbilt
  3. do you have a waiting list
     - a) estimate of how many handicapped students expected next year/how many are presently enrolled/how many will re-enroll.

III. Needs Assessment

- A. Much of the information in the introduction should fall here (see description of Statement of Needs)
- B. What about physically handicapped - if they are not mentioned and defined, will they be able to benefit from the services of the proposed department.
- C. What about the need for
  1. wheelchair high telephones
  2. guides for cafeteria
  3. handicapped stalls in dormitory lavatories
  4. persons to assist physically handicapped

IV. The Statement of Objective

- A. These are not stated as objectives. Methods are included in this section and should fall in the next section.
- B. Objectives should be specific measurable outcome of the program that promises relief of the problem that was stated. This should be description of each activity.
- C. #4, page 5, insert 'updated' between 'students' and 'about'; erase 'to date to'.
- D. Section A, page 5, refers to preliminary interview. Including the outline of the interview in the appendix will strengthen the proposal.
- E. A requirement of a 3.0 grade point average seems unrealistic since Peabody is on a 3 point system.
  1. gpa should be spelled out
  2. give a grade point average but qualify it by stating on what point system it is based on.

F. Section B, page 6, designates a resident assistant as responsible for the orientation of handicapped students. Does this person receive any special training or consultation from experienced persons? If so, who, when, and where?

G. In Section B, page 7, other considerations should be included i.e., bright lights in the dormitory rooms of deaf students to indicate fire alarms, telephone ringing, persons at door; for physically handicapped, a lower location for the telephone, bathroom stall and showers, assistance for preparation in dressing, etc. A letter to Gallaudet College and Closer Look requesting information in this area may be helpful.

V. Methods or Procedures

A. This is where the activities which will be conducted over the course of the grant period in order to meet the specific objectives is stated. These activities should be supported by evidence showing why they were selected.

VI. Evaluation

A. Refer to outline for a description of the evaluation section.

B. This section must be very precise. The information that is collected should clearly cover each objective and show whether or not they were met.

C. Include evaluation form in the appendix.

VII. Dissemination

A. Is this a one year project? If so, where does the equipment go?

B. Need to design a plan that will provide a way in which this service can gradually be financed by another institution or expand to the community.

C. If funded, will you requisition the enrollment of more handicapped students? If so, put this in the budget.

VIII. Facilities and Equipment

A. Are all the journals listed in Braille, i.e. The Volta Review, Journal of Rehabilitation of the Deaf, American Journals of the Deaf, etc. If so, why only these? If not, are they not available in the educational library?

B. Are instruments in the office (journals, recorders, tapes) on a lend basis? If so, are 2 recorders enough? 198 tapes?

IX. Personnel

A. Director

1. With regard to the Director's qualifications, experience should be with children or youth or adults.

2. Does he do the hiring and firing of staff (readers, interpreters, etc.)? If so, include interview form used for the hiring of this staff in the appendix.

B. Secretary

I. How many years of secretarial experience?

2. Is one secretary able to do all the duties outlined?

C. Other Staff

I. What about qualifications and duties of readers, interpreters, orientation personnel?

2. Can readers really devote 50% of their time to reading? Can you find 12 readers? Perhaps a questionnaire sent

to present readers would provide insight as to the most practical amount of time that can be given.

3. Is one interpreter enough? What if 2 deaf students need an interpreter for 2 separate classes at the same time?
4. What about personnel to assist the physically handicapped?

X. Budget

A. Direct Costs

1. Is $250.00 enough for the telephone over a 12 month period?

B. Staff Costs

1. Readers are paid $212.00 a month which is really only 25% of time to the project.
2. Perhaps it would be more feasible to pay a flat hourly wage since they may need more hours put in at certain times during the year.
3. The budget should provide for more than one interpreter.
4. What about the physically handicapped and persons to assist them?
5. Another alternative for staffing would be to provide for a Project Supervisor which would be a faculty member at 10% and a Project coordinator which would be a graduate student at 50%.

XI. Appendix

A. Interview forms and results from the initial interview of those handicapped students presently enrolled should be provided.

APPENDIX F

Red Cross Workshop on Handicapping Conditions for Adapted Aquatics

Red Cross Workshop on Handicapping Conditions for the Adapted Aquatics Staff

(Abstract)

Trainee 5

Red Cross Workshop on Handicapping Conditions for the Adapted Aquatics Staff

The Workshop on Handicapping Conditions evolved as a result of discussions at the Executive Committee Meetings for the Adapted Aquatics Program sponsored by the Red Cross. It was established at these meetings that, based on experiences from past years, there was a need for some introduction and general preparation for those volunteers who have had limited or no exposure to handicapped individuals. The major problem experienced by the staff of past Adapted Aquatics programs was a feeling of frustration and despair stemming from a lack of knowledge of the characteristics of these individuals and the various conditions that may be involved, and the absence of structuring guidelines within which the staff members might function when dealing with the individuals enrolled in the program. Therefore, a four hour workshop was scheduled for all staff members.

Overview of Handicapping Conditions

Abstract of Handicapping Conditions

The abstract was provided and reviewed in order to make available to every staff member a reference of common disabilities with which they could refer to, if their assigned child,, youth, or adult was diagnosed as having a particular disability. Definitions, treatments, associated conditions, and general comments were provided in order to forter a deeper understanding of the handicapping conditions, the associated conditions that may be present, and give practical suggestions and cautions that may be of assistance when dealing with these conditions.

Glossary of Terms

The purpose of the Glossary of Terms was to provide the staff with a medical reference to assist in clarifying terms that may be used by the participant's doctor in the medical reports that accompany the application.

Health Aspects

Seizures:

Guest Speaker: Elaine Sasser, Parent Counselor,
Robertson Academy, Nashville, Tennessee

The purpose was to provide a definition of various seizures, the characteristics of each seizure, the causes of seizures, the steps that should be taken by the staff should one of the participant's have a seizure, and precautions that should be taken before, during, and after a seizure. Mrs. Sasser described the grand mal, petit mal focal and psychomotor seizures. She provided guidelines in which to determine the length of a seizure, when to get help and medical attention, how to detect when a seizure is about to occur, what to do during a seizure, and what the affects of a seizure might have on a child. She stressed that seizures are not usually harmful and that the staff should remain calm.

It was also stressed that if the participant should have a history of seizures, the staff should obrain from the parents information pertaining to what type of seizure the participant usually has, how long the seizures usually last, what medications the participant is on, how the participant usually acts before, during and after a seizure, and what steps the parents take during a seizure. Mrs. Sasser disseminated pamphlets and booklets on seizures and answered any questions the staff had.

Diabetes:

The purpose was to provide the staff with the symptoms and signs of both insulin shock and diabetic coma. A table was provided in the Abstract of Handicapping Conditions. A pictorial representation of normal metabolism and metabolism in juvenile diabetes mellitus was also provided.

Communication

Sign Language:

The purpose was to provide the staff with various signs that might be used by participants whose mode of expressive language is through the use of signs. Those signs covered were: toilet or restroom, finished, water, out, in, stop, cold, more, home, good, thank you, bod come, go, look, and same. They were referred to on pages 22-27 of the *Swimming for the Handicapped: A Manual for Aides*, the text used by the staff of the Adapted Aquatics Program. The additional signs found in this book are: you, me, shower, be careful, slow, walk, fast, through, across/over, jump, wrong, wait, play/party, together, under, see, and the manual alphabet.

Communication Boards:

The purpose was to present alternative ways in which handicapped persons may communicate their needs and desires. Pictorial representation of two different approzches to communication boards were provided (See Appendix IV).

Assisting

Positioning and Lifting:

Guest Speaker: Alice Noel, Assistant Principal, Harris-Hillman School, Nashville, Tennessee

The purpose was to present the various physical disabilities and ways in which to normalize postural tone, lift, carry, and stimulate the senses. Mrs. Noel presented a slide/tape show that demonstrated and instructed various approaches to safety stimulate, relax, flex, life, position, and carry the physically handicapped.

Transfer in and out of the pool:

The purpose of this video tape entitled Adapted Lifts was to provide various suggestions on how the staff could transfer the non-ambulatory participant in and out of the water safely. It suggested ways in which to make use of chairs, boards, ramps, and towels in transferring individuals to and from the water.

Orientation and Mobility:

The purpose was to present guidelinew with which to follow when acting as a sighted guide or giving directions to a visually impaired person. Since the workshop held at the pool the week prior to this workshop involved active participation as sighted guides, a printed list of guidelines to follow when acting as a sighted guide was provided. A pictorial representation of the various techniques in trailing and object finding was provided. Orientation and Mobility Terms were also provided and reviewed. The use of the clock face was demonstrated when telling the location of specific items to the visually impaired, and it was stressed that the staff describe the pool and its surrounding to those participatns in order to orient them to their surroundings. Also provided was a handout on guide dogs, with a warning to not approach or pet a guide dog without the permission of the owner.

Aides

Hearing Aides:

The purpose was to provide instructions on the care of hearing aides. It was stressed to be sure to turn hearing aides off by flipping the switch to 0 or off when the aide was not in use. The staff was advised to determine from the parents what setting the aide should be placed on when the child is wearing the aide. The two basic types of hearing aides, the body aide and the ear level aide,. were described.

Orthopedic Aides:

The purpose was to expose the staff to the various orthopedic aides that are used by handicapped individuals and how the aides are removed and applied. Among those presented were leg braces with spring-lock knees, leg braces attached to orthopedic shoes, leg braces made of hard plastic that fit into shoes, Milwaukee Body Braces, Boston Jacket, metal body brace, hand splints, corrective device for deviant turning of feet, and a walker. The various types of fasteners found on these aides were demonstrated and the proper placement of straps were stressed.

Proper manipulation of wheelchairs was demonstrated including how to go up and down stairs. It was stressed that the staff push the wheelchair slowly and that they put the locks on whenever transferring a participant in or out of a chair or whenever leaving a participant unattended, even if only for a short time. It was also stressed that if the participant was strapped into a wheelchair that strap should be fastened whenever the participant is in the chair.

A leg prosthesis was also presented and instructions were given on how to remove and apply it.

Directions were given on how to remove and insert a glass eye. It was stressed that all prosthesus and aides be removed before entering the water.

All the orthopedic aides presented were on loan from Snell's Orthopedic Surgical Supply, Church Street, Nashville, Tennessee.

Closing

Fostering Independence:

Guest Speaker: Dr. Sam Ashcroft, Professor of Special Education George Peabody College, Nashville, Tennessee

The purpose was to instruct the staff on how they might best foster independence in the participants. Dr. Ashcroft presented various ways in which people interact with handicapped individuals. He suggested that the staff encourage the participants to attempt goals independently, that the staff permit them the time in which to achieve these goals, and advised them not to be too anxious to jump in and do it for them. He advised that no matter how small a step the child takes independently toward that goal, it is one step closer to independence and therefore valuable in the building of that child's self-confidence and self-worth.

Questions and Answers:

The purpose was to provide time in which staff members could ask questions on any of the information provided throughout the workshop. There were no questions.

APPENDIX G

Multidisciplinary Vocabulary Test Form

TITLE:	Post Test - Project Serve Pre-Service Personnel Multidisciplinary Vocabulary
DIRECTIONS:	Select the best option for each question except in cases where more than one answer is indicated.

1. Range of motion functions to:

    a. maintain present muscle tone
    b. normalize muscle tone
    c. allow control and postural fixation
    d. aid balance

2. Incontinence is:

    a. lack of coordination of the arms and legs
    b. lack of continuity
    c. poor toilet-training
    [✓ d.] problem in willed control of the bowels

3. Hydrocephalus is:

    a. a state of increased muscle tension
    b. failure of the blood to clot
    [✓ c.] abnormal condition of excessive fluid in or around the brain
    d. none of the above

4. Negative reinforcers:

    a. decrease the strength of the behavior they follow
    b. are the same as punishment
    c. increase the strength of the behavior they follow
    d. one equivalent to response cost

5. To test the cognitive abilities of a partially sighted six year old, the best test is:

    a. Leiter International performance Scale
    b. McCarthy Scale of Children's Abilities
    c. Stanford-Binet
    d. Roughness Discrimination Test

6. Strabismus is:

    a. color blindness
    b. near-sightedness
    c. failure of the eyes to converge properly on an image (squint, wall-eye, cross-eye)
    d. involuntary jerking of the eye when turned sharply to the left or right

7. To test the emotional development of an eight year old child, I should use:

    a. Devereaux Scale
    b. Boehm Test of Basic Concepts
    c. Peabody Picture Vocabulary Test
    d. Environmental Language Inventory

Spasticity refers to:

a. hypotonic muscle tone
b. a state of increase of tension in a muscle
c. an overabundance of reciprocal innervation
d. a state of too little muscle tension

9. Hyperopia is:

a. farsightedness
b. near sightedness
c. nervousness
d. insufficient oxygen content in breathing

10. Shaping refers to:

a. the fact that a behavior that has been reinforced in certain situations will occur in similar situations
b. process of giving too much of a reinforcer at one time
c. inverse of generalization
d. procedure of differentially reinforcing successive approximations a desired terminal behavior in achieved

11. Pronation refers to:

a. lying face-down
b. lying in a fetal position
c. lying on the back
d. lying on the side with one side of body extended

12. Which test is not appropriate for a 15 month old (MA) child:

a. Preschool Attainment Record
b. Sequenced Inventory of Communication Development
c. Bayley Scales
d. Merrill-Palmer

13. Binocular Vision is:

a. side-vision
b. tunnel vision
c. the false perception of two images when only one is present
d. the simultaneous use of vision in both eyes

14. Ambulation refers to:

a. hospitalization
b. loss of a limb
c. act of walking or moving about independently
d. none of these

j. Osteogenesis Imperfecta is:

a. inflammation of the inner ear
b. a protrusion of the spinal chord and its covering through an opening in the bony spinal canal
c. a defect of bone formation characterized by bone fragility
d. poor or insufficient muscle tone

16. Hemiplegia is a form of paralysis in which there is:

a. involvement of the legs and lower part of the body
b. involvement of one side of the body
c. involvement of the arms and more extreme involvement of the legs
d. none of the above

17. Rubella is:

a. a nonhereditary congenital defect marked by chromosomal abnormality, mental retardation, and some degree of physical deformity
b. a form of measles causing visual auditory and heart defects, as well as mental retardation when contracted in the first 3 months of pregancy
c. a CNS disorder marked by transient periods of unconsciousness, of psychic disturbances; twitching, dilirium or convulsive movements
d. none of the above

18. Baseline refers to:

a. attempts at communication
b. in data collection, the level of responses before intervention
c. a record of the results of behavioral intervention
d. none of the above

19. Glaucoma is:

a. any opacity of the lens of the eye
b. inflammation of the ciliary body
c. drooping eyelids
d. elevated intraocular pressure resulting as in loss of vision

20. A developmental milestone is:

a. a form of catapult
b. fetal movement
c. a stage in Kohlberg's Theorfy of moral development
d. the term used for age ranges at which the developing infant will accomplish certain essential behaviors such as walking or saying his/her first word

21. If you need to give a test that permits a child to respond with spontaneous language you should give:

a. Test of Auditory Comprehension
b. Northwestern Syntax Screening Test
c. Lee's Developmental Sentences Test
d. Receptive-Expressive-Emergent Language Test

22. Ataxia is:

    a. impaired ability to read
    b. imperfect articulation
    c. defective muscular coordination
    d. problem in focusing sharpley

23. An ophthalmologist is:

    a. someone with a healthy disposition
    b. a physician skilled in the study and treatment of the eye
    c. a maker of or dealer in optical instruments
    d. a person who does eye examinations for glasses

24. A test designed to measure whether an individual has reached a predetermined level of responding is:

    a. criterion-referenced
    b. a task analysis
    c. a concept analysis
    d. a stimulus-bombardment

25. The ability to arrange objects in a sequence along one or more relevant dimensions is termed:

    a. transfer
    b. classification
    c. seriation
    d. dimensionalization

26. The adventitiously deaf child is one who:

    a. suffered an illness or injury which caused the sense of hearing to be nonfunctional
    b. was born deaf
    c. has learned the oral method of language
    d. must use only the manual method of language

27. Delayed speech usually refers to a marked retardation in the child's:

    a. ability to use language or to communicate
    b. ability to raise or lower his voice
    c. fluency of speech
    d. commission of speech sounds

28. It seems to be generally accepted that the incidence of blind and partially sighted individuals is one of the:

    a. highest among the different exceptionalities
    b. least understood among the different exceptionalities
    c. lowest among the different exceptionalities
    d. most significant among the different exceptinnalities

/. The most frequently used electronically controlled device for testing hearing is the:

a. tuning fork
b. pure-tone audiometer
c. attenuator
d. phonographic audiometer

30. For the child with a sensori-neural hearing loss, our primary concern regarding his hearing should be:

a. to make sure that he hears what is said
b. to make sure that he hears his own voice
c. to work toward helping him to understand what he hears
d. to raise our voice and enunciate very clearly

31. ____________________ children were the first handicapped group for whom special provisions were made.

a. Cerebral palsied
b. Deaf
c. Mentally ill
d. Blind

32. The most frequently used electronically controlled device for testing hearing is the:

a. audiometer
b. audiogram
c. audiologist
d. none of the above

33. Normally, a child can produce all of the speech sounds accurately by the age of:

a. 7-7½ years
b. 3 years
c. 6 years
d. 18 months

34. A test for assessing motor development in 8 year olds is:

a. Bruninks-Oseretsky Scale
b. Adaptive Behavior Scales
c. Peabody Developmental Motor Scales
d. Newington Children's Hospital Motor Development Chart

35. The most frequent kind of speech disorders is:

a. stuttering
b. articulation problems
c. delayed speech
d. voice defects

36. The most widely used formal test to screen visual impairment is the:

a. Snellen Test
b. Massachusetts Vision Tests
c. Maddox Rod Test
d. telebinocular

/. The hearing of the profoundly deaf child may be described as hearing loss which enables the child to hear :

a. only sensations which are of the noise type
b. slightly less than the child with normal hearing
c. group conversations better than individual speech
d. only words with similar meanings

38. The most commonly met problem in the area of speech handicaps will involve:

a. voice problems
b. difficulties in articulation
c. stuttering
d. foreign dialects

39. The medical criteria for determining the effects of a hearing loss is based on:

a. the child's ability to use a hearing aid
b. how easily a child can learn language
c. a child's social skills
d. the decibel loss a child suffers

40. The determination of eligibility for services which are available for blind persons through agencies or states is usually based on two characteristics of vision, which are:

a. near and distant vision
b. visual acuity and field of vision
c. visual acuity and 20/20 vision
d. field of vision and tunnel vision

41. Blindness is usually defined as follows:

a. visual acuity of 20/200 or less in the better eye with proper correction
b. visual acuity of 20/200 in the better eye
c. visual acuity of 20/20 or less in the better eye with proper correction
d. a restriction in the field of vision

42. The medical specialist who is trained in the area of the anatomy of the ear and hearing is the ;

a. opthalmologist
b. audiologist
c. otologist
d. oculist

43. A person is considered legally blind when his vision field is restricted to an angle no greater than _______ as the widest diameter.

a. 80°
b. 20°
c. 200°
d. none of the above

MORE THAN ONE CORRECT RESPONSE

48. The frontal lobe of the brain houses:

a. pain and temperature reception
b. Broca's area - the seat of expressive speech
c. The motor and premotor areas
d. the main visual area where the sensation of sight is registered

49. Types of epilepic seizures are:

a. grand mal
b. petit mal
c. nyctalopia
d. psycho-motor

50. Intelligence has been defined as:

a. a central or global factor of the individual which influences all spheres of activity
b. a combination of a general factor of intelligence and a specific factor which influences an individual's scores on different tests
c. whatever intelligence tests measure
d. adaptive behavior

51. In relation to normal language development, which of the following may be considered important milestones:

a. looks at speaker and responds by smiling at 6-8 weeks
b. laughing at 3 months
c. uses 3 or more words consistently at 12 months
d. recognizes and identifies many objects or pictures of objects at 16 months

4. Eye-poking and head-banging are frequently considered typical examples of:

a. maladjustment
b. blindisms
c. emotional disturbance
d. over stimulation

45. Blind people usually can sense:

a. the direction of north
b. various denominations of bills
c. the sex of a stranger
d. the presence of a wall
e. what you are really like deep down inside

46. The purpose of the basic mobility techniques is to:

a. teach the child how much he really needs a cane
b. teach him a safe and efficient method of mobility with other people
c. provide opportunities for exercise
d. stress safety
e. learn new areas

47. Withholding reinforcement for a conditioned response is termed:

a. extinction behavior
b. extinction procedure
c. forgetting
d. meanness